

THE SCHOOL JOURNAL

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BOOKS

THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending October 12, 1907

No. 13

OSSIAN LANG, Editor.

Dip-Candle Pedagogics.

The frequent recurrence of agitations for a return to corporal punishment reveals a deplorable lack of understanding of the true approaches to the child heart on the part of those supposed to be expert in educational matters. It seems incredible that one who has studied children and has followed faithfully the development of educational matters as presented in professional periodicals should still have any argument left for a return to the rod. The self-sufficient teachers are responsible for the frightful waste of thought about topics that were settled long ago. The last words concerning the infliction of physical pain in common schools were spoken by Judge Lindsey. The principle of his plan has had a thoro trial in various parts of the country, and invariably the results have been in favor of sympathetic gentleness as against cold harshness.

Colonel Parker and James L. Hughes and others like them have argued and plead and demonstrated. To no avail. Self-sufficiency has so strong a hold upon teachers that comparatively few of them succeed in wresting themselves from its thralldom. It is in the nature of the business to approve of one's own opinions against the world, unless—unless—one is willing to become a learner and read educational journals and books, with an open mind and a real desire to profit by the experience of other people and other places. "My own opinion is"—"I have found"—"I know from experience"—"I don't agree with this"—prove nothing. Yet these are the expressions most frequently encountered in a carefully elaborated expert statement as presented to the self-sufficient majority of school people. The scientific attitude of mind which has won its way into almost every department of human endeavor is scorned. A comprehensive investigation scientifically conducted is under such circumstances followed with no more interest than the elaboration of a psychologic dream that assumes the garb of a theory. The results of such an investigation may be disposed of by a simple, "I don't agree with that." We stick to our rush-light. Candles and gas and electricity may be all right, but some day they must all come back to good old rush-pith and dip-candles. What has this to do with corporal punishment? Everything. Mr. Ernesto Nelson, Argentine Educational Commissioner to the United States, writes:

"External authority, compulsion, punishment and violence are but the excuse of our ignorance of the subtle laws of human nature. If we have reformed the methods of handling the insane, the incorrigible, and the delinquent, it is not because they are better than before, but because we know more about them than we did before. Shall a country that has produced a Judge Lindsey restore corporal punishment in the schools? And yet children attending the common schools are of a higher moral type than those who patronize the children's courts.

"The trouble, it seems to me, lies in the fact that teachers are, as a class, pitifully ignorant in matters of psychology as applied to disciplinary methods.

They have kept out of the movement for reform in methods of correction, and they bring to the class-rooms their own ideas on the subject. It would be unjust to have the children suffer the consequences of our ignorance."

This is sound. It is the position of THE SCHOOL JOURNAL. The crude ideas of teachers concerning human nature are to blame, and not the increase of juvenile depravity in the world. If we want to let another condition share the blame, it is the prevailing dinky notions of what constitutes "goodness" and "order" in school. And these notions, too, thrive best in that mental state best described as self-sufficiency.

No Matrimony for Women Teachers.

And now London is worrying because women teachers marry. Moss-covered wisdom there shares the attitude of our own super-Nestors. The matrimony of women teachers is to be officially discouraged. A regulation is reported to be in process of promulgation which will insist that every member of the teaching profession who enters a training college receiving State grants shall sign an agreement not to withdraw from teaching until after a term of years. This term is to be seven years for men and five years for women. The agreement will be of the nature of a legal bond, and violation of it will be followed by a penalty. The thought behind this departure is that "the public funds are often wasted [sic!] upon the training of women teachers, many of whom leave their positions soon after becoming fully qualified, in order to marry."

Why should any line be drawn between men and women? We have been in the habit of thinking of teachers as teachers and not as men and women, and so officials are not going to leave the snug old ruts just because the marriage of women interferes more with the orderly continuance of school routine than the marriage of the men. If we could peep over the edges of our deep-worn ruts we might see some differences that would render decisions of this kind extremely difficult, because of the nice discriminations and delicate questions that would suggest themselves. We might be induced, for instance, to ask some such heretical question as this: If our training colleges afford their pupils instruction in the education of children, would it not be wise to induce as many young women as can be persuaded, to enter these institutions, and then marry or teach school as they see fit, or as some other people see fit for them? It may be that some day the training of women in the household and motherhood arts will commend itself to organized society as a legitimate duty of the State. Some hopeful beginnings in this direction are already under way.

Discouragement of matrimony for women teachers! Wonderful thought! And this is 1907!

The young women who enter the training colleges full of humanitarian enthusiasm and hopes for great usefulness on the highways of the world will no doubt readily sign any and all agreements never to marry till kingdom come. Why should they not? Book-lore and the close concentration upon studies

that take possession of the school-attending girls—as things have been in the habit of going—do not encourage the germination of thoughts of a future domestic limitation. Then the man comes—the man—and there is that horrid legal agreement, and Cupid will confer with the barristers and try to find loopholes in the law, and if British thoroughness have left no loopholes there will be rebellions till the foundations of Parliament will quake. This making laws for immature young women, and then trying to enforce them upon the matured young women is a considerable undertaking. The peep across the ramparts which our habits of thought have built around us will save us much future worry. If the training schools really teach how to educate children, the graduates should not be discouraged from marrying. Let marriage be excepted when the contract is set up.

The Buffalo Plan.

Buffalo is the only city in the United States that is without a Board of Education. It elects its superintendent of schools by popular vote, at the general political election in November. A system such as this may be fraught with great dangers. Theoretically it is wretched and productive of every evil in the politicians' catalog. Practically it works out just about as some of the more approved forms do which prevail in other places. In Buffalo responsibility rests upon the entire community. This, in turn, charges its elected representative with the care of the schools. If the people are satisfied, the superintendent is re-elected and permitted to go on with the development of whatever educational plans he may have. If he is unsatisfactory, he is turned out of office.

What the people of Buffalo think of Supt. Henry P. Emerson may be judged from the fact that he has been re-elected four times, with large majorities. Last week he was renominated to go before the people for his sixth election. He was nominated by a former justice of the Supreme Court, the Hon. Daniel J. Kenefick, a close personal friend of William H. Love, who preceded Mr. Emerson as superintendent of schools. The nomination was greeted with a storm of applause. In his words of acceptance Mr. Emerson said:

I want to say now in public what I have often said in private, it is to the everlasting credit of the Republican party and its leaders that they have left the Superintendent of Education to work out his policy; have left him to be superintendent in fact as well as in name.

I have never been interfered with in my purpose of carrying out the administration of the schools in a non-partisan way. If elected, I will do as well as heretofore and will try to do a little better, correcting mistakes that experience has shown me. I will devote all of my time, best thoughts and energy to the schools and give them the very best service of which I am capable.

Mr. Emerson has given Buffalo a splendid administration. The schools now compare favorably with the best in the land. The people of the city appreciate the work he has done, and will, no doubt, re-elect him by a large majority, no matter who may be nominated to run against him. If the Democratic party would consent to indorse his nomination, it would render a real service to the city of Buffalo. It certainly has nothing to gain by opposing his election. An indorsement would be of the greatest benefit to the schools, and to the everlasting credit of the party and the city of Buffalo.

A school of forestry for teaching the modern methods is soon to be established in Manchuria to protect China's vast forestry interests. The proposed school will be opened in Mukden, shortly.

Salaries of School Superintendents.

The following table shows the salaries received by superintendents in the larger cities of the country:

New York.	\$10,000	Baltimore.	\$5,000
Chicago.	10,000	Buffalo.	5,000
Philadelphia.	7,500	Jersey City.	5,000
Boston.	6,000	Rochester.	5,000
Cincinnati.	6,000	Denver.	5,000
Cleveland.	6,000	Kansas City.	4,500
Newark.	5,500	San Francisco.	4,000
Washington.	5,267	Detroit.	4,000
Minneapolis.	5,200	St. Paul.	4,000

The Carnegie Technical Schools in Pittsburg opened on September 16. One hundred and fifty of the one thousand students gathered on the campus wore straw hats. In ten minutes all these straw hats were demolished. Many of the losers are poor boys. The faculty threatens to take up the matter.

An interesting program has been prepared for the twenty-fifth anniversary of the New York State Council of School Superintendents, to be held at Albany on October 16 and 17. Among the topics selected for discussion are: The Education of Defectives, The Wage-Earning Child, The Group System in School, The Selection of Teachers, Supervision Problems, The Grading of Salaries, and Co-Operation of Home and School. The topics announced for supplementary discussion are big enough to keep the superintendents talking for a whole year. The Ten Eyck has been selected for headquarters. Supt. Rovillus R. Rogers, of Jamestown, is the president.

The New England Association of School Superintendents has outlined for itself a splendidly concentrated program for its meeting at the Boston Latin School on Friday, November 8. The subject of school hygiene will occupy the morning session. The three strongest men that could be found in the whole country to present this matter have been secured as speakers. They are Dr. Thomas F. Harrington, the recently appointed director of physical training in the Boston schools; Dr. Luther H. Gulick, director of physical training in the New York schools; and Secretary George H. Martin, of the Massachusetts State Board of Education. Both Dr. Martin and Dr. Gulick were in attendance at the great International Congress on School Hygiene held in London in the past summer. In the afternoon the discussions will be occupied with industrial education. The subject will be presented from the standpoint of one who has made a general personal investigation of the question, from the standpoint of the employer, and from the standpoint of the labor unions. The latter will be represented by Mr. H. J. Skeffington. Pres. J. J. Storrow, of the Boston School Committee, will speak as an employer. Secretary Charles H. Morse, of the Massachusetts Industrial Commission, who has returned from an inspection of European schools, will speak upon industrial education abroad.

The program is so entirely different in character and general make-up from that prepared for the Albany meeting of New York School Superintendents that a comparison of results ought to be of considerable interest to those who are charged with the preparation of programs for important meetings of this sort.

A memorial tablet to General Grant was unveiled at his birthplace, Point Pleasant, Ohio, on October 2. Many of his old army associates were present.

The Country Teachers' Association of Illinois.

WHAT ONE YOUNG TEACHER ACCOMPLISHED.

By FREDERICK G. BONSER, Illinois.

In September, 1904, Mabel Carney, a young Irish girl just out of normal school, began teaching in a country school in Magnolia Township, Putnam County, Illinois. She had high ideals of the dignity of her work, was ambitious, hard working, persistent. Her school was small, the building dilapidated and poorly equipped, the site unattractive. Two neighboring schools were equally typical of a condition commonplace in every state in our country. This Irish girl had been fired by the enthusiasm and success of the ideals set forth by O. J. Kern of Winnebago County, and of consolidation of schools in other states. She thought consolidation, dreamed consolidation, and talked consolidation of these three inefficient country schools. She won hearers enough to put the question to a vote in the spring of 1905. The electors voted down the proposition. The defeat but aroused more of the Irish persistence, Irish determination, and Irish eloquence. In 1906 the three districts voted to consolidate. A sympathetic bachelor of mature years, John Swaney, gave twenty-four acres for a campus. A campus for a country school! Eighteen thousand dollars voted by the people made the building one of the best school houses in Illinois. Wagons carry the children who are too remote from the building to walk. The principal of this country school is paid a salary of one thousand dollars. On the campus is an agricultural experiment plot of six acres, conducted in co-operation with the Agricultural School of the State University. A four-year high school course is offered, with liberal opportunity of election of studies. Country boys and girls may here study agronomy, animal husbandry, horticulture, domestic science and art, and all phases of work vitally related to the fundamental needs of a people living in the country. "Culture" subjects are not neglected, but most of all, the real basic interests of culture among an agricultural people are given due emphasis. The culture here developing is more than a veneer. A well-graded elementary and high school course in a building of exceptional excellence, a campus of twenty-four acres devoted to agricultural work, a tract of splendid natural forest, an enlarged country neighborhood bound into a sympathetically co-operative social unity, an abiding interest in the best and the truest in real country life, possibilities for higher culture not inferior to those of cities of the thousand people,—these are the products of the two years of strenuous endeavor of the Irish girl with the dynamic ideal.

The insight of the principal of the Western Illinois Normal School soon discovered this teacher of the new order, and has made her the supervisor of a model country school as an integral part of the work in solving the problems of country schools in Illinois. A formerly dilapidated country school two miles from the normal school is the present scene of her immediate efforts. In the summer term of the present year, seventy teachers came to learn of her. On July 18, these country teachers organized themselves into the Country Teachers' Association of Illinois, so far as is known the only one of its kind in this country. It is unique in that it concerns itself wholly with the problems and interests of country teachers and country schools. Its strong appeal thru its endeavor to "make life large and lovely for the country child" reaches a

feeling of real need, and now, by the first of September, the membership is over three hundred country teachers and county superintendents of schools willing to co-operate in turning the thoughts and interests of the city-mad population "Back to the Country."

The organization is for work. Consolidation of schools is but one of the devices for the betterment of country schools. Strategic districts will be systematically educated into consolidation. Others will be helped to solve their problems thru the one room, ungraded school. Every member of the organization will go constructively to work to contribute some definite item in the direction of betterment. Opening the eyes, the ears, and the intelligence of country boys and girls, and parents as well, to the wealth of opportunity and culture in their own work and life is the large, but as yet unsolved problem of the country school. The Irish girl with the practical ideal has partly solved it, and the Country Teachers' Association will aid her materially thru its individual and co-operative attack upon the thousand smaller problems which together make the larger one.

Forcing School Reforms.

[New York Tribune.]

A much needed improvement in school-house accommodations bids fair to be effected in a neighboring rural community thru somewhat unusual but not at all revolutionary means. Some time ago, a citizen of the village of Stirling, N. J., refused to send his children to the public school, and it did not appear that he was making other provision for their education, wherefore his attention was called to the compulsory education law, which he was apparently violating. He replied that the school-house was overcrowded and in an unsanitary and unfit condition, and that he would refuse to comply with the law rather than imperil the health and morals of his children. The matter was laid before the County Superintendent of Education, who held that the citizen's complaints against the school-house were well founded and that better accommodations must be provided. The matter has now been taken to the final authority, the State Superintendent of Education, and if he approves the County Superintendent's finding, as seems probable, the village will get no more money from the State school fund until it provides decent school-house accommodations, as it should have done and as it was urged and warned to do long ago.

It might not be judicious to recommend emulation of this example indiscriminately to all men who think improvement of school accommodations in their districts desirable. There may not be in many places as urgent need of improvement as in Stirling. But it will be as well to keep in mind the possibility of taking such a course when necessary, and it is sometimes necessary to seek higher authority than the local functionaries. The intervention of the State in such cases is of indisputable propriety, seeing that it provides so large a share of the school funds, and, of course, sound principles require that there shall, in a State system of public instruction, be some general standard of physical accommodation as well as of scholarship.

Comments on Superintendent Brooks' Report.

By FREDERICK W. COBURN.

"One hundred and sixty boys refused entrance to the Mechanic Arts High School! What do you think of that? The Boston School Board has places for those who are willing to study Latin and Greek, and such rubbish, but these ambitious young fellows, who want to get instruction that will fit them for earning their living in the workaday world are told to go elsewhere. Now, isn't that outrageous? The trouble with the school system here is that it is half a century behind the times."

So spoke a man who seemingly should be well informed, if he is to speak at all—editor until recently of a magazine of national circulation, now called to the managing editorship of one of the most important of American newspapers. Despite his attainments, he will probably, unless my protests have availed beyond expectation, write for the next ten years editorials censuring not only public school education as practised in New England cities, but the whole scheme of modern pedagogy which, he maintains, is one of the worst of "con games" practised to-day. Yet my inquiries elicited that the man knows nothing of the reorganization of the Boston School Board, nothing of half a hundred efforts now making to remove long-standing stigmata from the Hub's school system; nothing of the new importance of the common school as a social center. The one indisputable fact in his tirade was that one hundred and sixty boys have failed to secure accommodation this fall at the Mechanics Arts High School—as a result of inherited conditions which are not permanent. The rest consisted of such unjustified and unjustifiable things as lay critics delight to say. Our strenuous President would perhaps characterize them by a shorter word.

Perusal of the twenty-seventh annual report of the superintendent of Boston public schools, which has just appeared, should suffice to convince any fair-minded man, in despite of the criticisms of the uncritical, that public school education in the New England capital is improving rapidly. This document, in which the progress of the schools in a single year under Superintendent Brooks is noted, deserves certainly to be summarized in detail in THE SCHOOL JOURNAL. It conveys invaluable intelligence of what has been done and is about to be done in an American city which, until lately, was completely dominated—and in some of the departments is still dominated—by the pettiest kind of petty politics. If such accomplishments are possible in Boston in the mayorship of John F. Fitzgerald, there is reason to be optimistic as regards the whole scheme of American education. For popular education in Boston, it would appear certain, has at last become professionalized, crystallized, and inspired with ideals.

Note, to begin with, the disappearance of the School Board's executive functions. In the old days Boston school committeemen, like the school trustees in many villages, actually assisted, or pretended to assist, in running the schools. They were often consulted by parents as to matters of routine. They often undertook to give advice as to professional procedure. The new Board in Boston has stood firmly against any encroachments upon the work of the superintendent and the other specialists who have been engaged at reasonable salaries and with full responsibility for the execution of the Board's general policy. As a direct result—so Mr. Brooks intimates—administration of

the schools has acquired a vigor that could not have been attained under older conditions.

Progress is being made in Boston in many specific directions, as in the unification of the teaching force, the improvement of the teaching force, the improvement of the conditions in which teachers work, the change of ideals of administration and supervision, increased attention to industrial education, co-operation with committees of citizens, greater watchfulness over the physical welfare of the children.

The initiation this autumn of a plan of medical supervision, not heretofore tried elsewhere in this country, has already been described in THE SCHOOL JOURNAL. The work of co-operation with committees of citizens is equally in line with that socialized education for which THE SCHOOL JOURNAL has long pleaded. Committees of laymen, expert in special lines, have been appointed to give the schools the benefit of their professional advice. A characteristic example is the committee, of which, I think, Mr. Meyer Bloomfield, of the Civic Service House, is chairman, which is now engaged in preparing a "civic primer" for use in the evening schools. This is intended to be at once a textbook from which newly-arrived foreigners may learn English and a manual of American citizenship. Boston evening schools have, up to this time, been obliged to teach adult foreigners from books intended for very young children. The new primer, the separate chapters of which are being written by people who know the needs of the polyglot sections of the city, is designed to be simple in style and well filled with information regarding those features of municipal and State government which the newcomer first encounters. Another lay committee appointed last year, is one of twenty-five business men who are acting in an advisory capacity for the High School of Commerce. Still another is a commission chosen last April of three oculists and two electricians. This committee is giving attention to the eyesight of the children and to the best means of lighting, both for day and evening schools. The members have been at work for several months, and their report is awaited.

Other achievements and projects are concisely set forth in Superintendent Brooks' document. To present-day demands for better industrial education Boston is responding well. This autumn has seen opened for the first time the Girls' High School of Practical Arts. The High School of Commerce has just entered upon its second year. Its first was thoroughly successful. A new building for the Mechanic Arts High School has been unavoidably delayed, but there is no intention to continue turning away applicants for admission. Industrial training in elementary schools, which, since 1904, has been tried experimentally in the Winthrop School, is to be further extended, taking in the Agassiz District and including co-operation between the Hancock School and the North Bennett Industrial School.

A laudable administration project throughout the system is to relieve school principals as far as possible from the clerical duties now falling on them, so that they may give more time to supervision, and particularly to training inexperienced teachers. It has become appreciated that the coaching of a skilled principal should always supplement the theoretical courses of the normal school. The assistant superintendents now find that adminis-

trative duties take up most of their time, and that they cannot, as formerly, give attention to breaking in new instructors.

Large increases of salary—an essential part of improving the condition in which teachers work—have not yet been possible in debt-ridden Boston. At the same time, some desirable adjustments have been made, and two classes of teachers, the masters' assistants, and the first assistants in high schools, have received the benefit of material additions to their salaries. That Superintendent Brooks is sympathetic with such efforts as *THE SCHOOL JOURNAL* has been making to secure better financial compensation for teaching, is very apparent.

"It is to be regretted that increases in salary for other classes of teachers that have been under consideration during the year, could not be effected at this time. It is evident to those who have given any consideration to the question, that the time is rapidly approaching when the amount of money available for the salaries for school teachers must be materially increased. The increased cost of living, and the enlargement of opportunities for women to secure remunerative positions in many other lines of work make it more and more difficult to secure and retain women of the highest ability as teachers, on the present salaries. If the schools are to be held in a condition of efficiency, a much larger amount of money must be devoted to salaries.

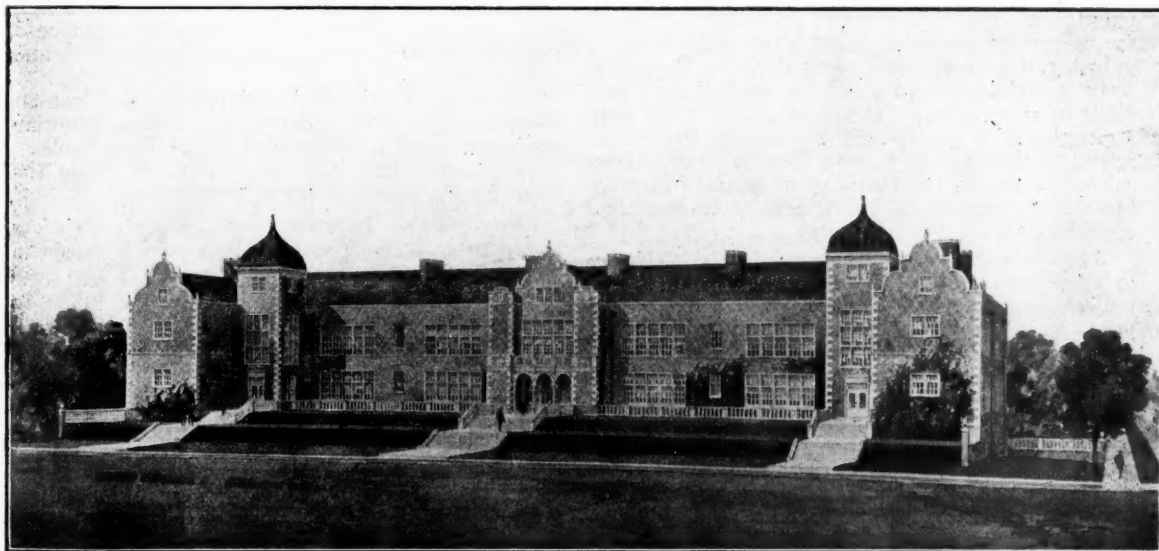
The adoption of a regulation by which the number of pupils to a teacher will be reduced gradually from fifty-six to forty-four is also in the line of bettering the conditions in which the teachers labor. New school-houses—as in the addition to the Francis Parkman building—are being designed with class-rooms seating forty-four pupils each.

To secure more efficient teaching, the standards of admission to the normal school have been raised; appointment of all teachers coming into the service has been made from among the best available, that is, from the upper part of the merit lists; certificate requirements have been carefully codified; substitute teachers have been placed in charge of a supervisor of substitution, who gives her whole time to managing their work; the first of a series of regular promotional examinations has been scheduled for October, 1908; opportunity was granted last year to twenty-eight teachers to take

a year's leave of absence on half pay, for purposes of study, travel, or rest. All these provisions are intended to make the service attractive to well educated and efficient men and women.

Finally, many things have been done, and are doing, to unify the education system. "The schools of Boston," says Mr. Brooks, "have reached their present standards very largely by individual effort, and any attempt to bring about co-operation work has been looked upon with suspicion." Demonstrating the newer and more collectivistic attitude it has been observed that the elementary school principals are for once getting together in efforts to solve the problems caused by substitution of an eight-years' course for a nine-years' course. Again, the high school principals are one and all endeavoring to discover why so large a proportion of pupils entering from the grammar schools are compelled to drop out in the first or second year of the high school. In many classes the percentage of failures rises to thirty-five or forty. A suspicion has at last appeared, that perhaps all the blame for such a showing need not be placed on the elementary school. Possibly, after all, the high school teaching is not just what it should be. Possibly—this is my personal suggestion—the secondary school courses make no proper account of the functional disturbances of the age of adolescence. At all events, the principals of Boston high schools seem now, in co-operation, to be overhauling their own work. Committees, composed largely of teachers, are attempting to revise the authorized list of text and supplementary books on which many antiquated and inferior works have been carried for years. High school teachers of the same subjects are endeavoring to standardize their courses in physics, chemistry, biology, and other subjects. The appointment of a director of evening and vacation schools has rendered possible many improvements in an important branch of the service. The normal school has been brought into closer touch with the general educational policies of the system.

Not often has a report by a Boston superintendent contained so much cheering intelligence, and the community most immediately concerned, is waking up to the fact—if editorial comments in the press are a criterion—that school board and superintendents are doing things to be proud of.



One of the beautiful new school buildings of St. Louis. The William Clark School, Union Boulevard and Fairmount Avenue. William B. Ittner, Commissioner of School Buildings.

Elementary Agriculture in the Schools.

By A. C. TRUE, Director of the Office of Experiment Stations of the U. S. Department of Agriculture.

[Report for 1906.]

Attitude of School Officers and Teachers.

A remarkable change has taken place in the attitude of school officers and teachers regarding nature study and elementary agriculture as school subjects. A few years ago it was unusual to find any subject relating to agriculture in public schools in the programs of teachers' meetings. Now, scarcely an educational meeting of importance is held anywhere in the United States without at least one paper on some phase of this subject, and in many cases whole sessions are devoted to the discussion of various topics relating to it, from nature study and school gardening to the more formal courses in agriculture. A few examples will serve to show how widespread is this interest.

At the sixty-seventh annual convention of the American Institute of Instruction at New Haven, Conn., in July, 1906, which was largely attended by school officers and teachers from different parts of New England, the teaching of elementary agriculture was largely discussed in the department of rural education, formal papers on this subject being presented by the superintendent of education of Vermont and the professor of agriculture of the Massachusetts Agricultural College.

New England has also been aroused to a serious and thoro discussion of this matter by the report of a commission on industrial and technical education presented to the legislature of Massachusetts in April, 1906. The chairman of this commission was Hon. Carroll D. Wright, for many years United States Commissioner of Labor, and now president of Clark University at Worcester, Mass. This commission was appointed by the governor of Massachusetts in accordance with an act of the Legislature, and spent nearly a year in a study of the relation of children to our industries and the condition of industrial education at home and abroad. The commission found that "there is a widespread interest in the general subject of industrial education, or special training for vocations," but that our people generally, and even those who are most interested in the subject, have no definite ideas as to its proper scope or method. "Compared with the opportunities afforded in Europe for acquiring knowledge and skill in productive industry, the work now being done in Massachusetts is strikingly and painfully inadequate," and while in this country "the general public has been strangely blind to the narrowness of the public school education," in Europe there is "the universal recognition of the necessity of special education for every form of industrial life." Among their conclusions were the following:

The State needs a wider diffusion of industrial intelligence as a foundation for the highest technical success, and this can only be acquired in connection with the general system of education into which it should enter as an integral part from the beginning. The latest philosophy of education re-enforces the demands of productive industry by showing that that which fits a child best for his place in the world as a producer tends to his own highest development physically, intellectually, and morally.

There seem to be two lines in which industrial education may be developed—(1) thru the existing public school system, and (2) thru independent industrial schools. In regard to the former the commission recommends that cities and towns so modify the work in the elementary schools as to include for boys and girls instruction and practice in the elements of productive industry, including agriculture and

the mechanic and domestic arts, and that this instruction be of such a character as to secure from it the highest cultural as well as the highest industrial value; and that the work in the high schools be modified so that the instruction in mathematics, the sciences, and drawing shall show the application and use of these subjects in industrial life, with special reference to local industries, so that the students may see that these subjects are not designed primarily and solely for academic purposes, but that they may be utilized for the purposes of practical life—that is, algebra and geometry should be so taught in the public schools as to show their relations to construction; botany to horticulture and agriculture; chemistry to agriculture, manufactures, and domestic sciences, and drawing to every form of industry.

The commission would also recommend that all towns and cities provide, by new elective industrial courses in high schools, instruction in the principles of agriculture and the domestic and mechanic arts.

This commission has been continued, and Prof. Paul Hanus, professor of the history and art of teaching in Harvard University, has been appointed chairman. Professor Hanus is thoroly alive to the need of industrial education, believing that "the education demanded by democratic society in modern times must be a preparation for active life," and that "the only real preparation for life's duties, opportunities, and privileges is participation in them, so far as they can be rendered intelligible, interesting, and accessible to children and youth of school age." This being so, he favors "literal provision for elementary training in agriculture, industrial and commercial pursuits, in addition to general manual training, at the upper end of the grammar school and also at the upper end of the high school."

In New York, at the annual meeting of the State Association of School Commissioners and Superintendents, held at Cornell University, in October, 1906, the best means of adapting rural schools to their environment was discussed, and it was generally agreed that agriculture should be taught as a part of the general scheme of pedagogy, of which it should be the basic factor.

In Indiana the county superintendents in twelve counties have organized clubs for the study of crops, and the Association of County Superintendents has asked Purdue University to organize a training school for teachers in agriculture and nature study.

The State Teachers' Association of Michigan at its meeting in 1905 adopted resolutions favoring the teaching of agriculture in the public schools.

In Missouri the State superintendent made the following statement in his report for 1904:

Fifteen years ago I urged at county teachers' associations and granges that the elements of agriculture be taught in public schools. Since then sentiment has grown until there is a great demand for it. For five years the law has recognized it by making it one of a group of subjects from which applicants must select to be examined for first-grade certificate or State certificate. Four years ago State normal schools established departments of agriculture and nature study. There are now many teachers in the State prepared to teach elementary agriculture.

In 1905 the Missouri State Teachers' Association asked that agriculture be made a requirement for any grade of teachers' certificate.

In California, at a joint meeting of the State Teachers' Association and the State Farmers' Institute, held at the University of California in December, 1905, and attended by some 7,000 per-

sons, the subject of agricultural education was discussed from various points of view, as a result a committee was organized to promote the interests of such education in the public schools of the State.

At a conference for education in the South, held at Lexington, Ky., in May, 1906, much attention was given to the claims of agriculture to a place in the school curriculum.

At the meeting of the Virginia State Teachers' Association and affiliated organizations in November, 1906, the teaching of agriculture in the public schools was widely and thoroly discussed, and President Alderman, of the University of Virginia, in the closing address of that great meeting, declared that among the things which should be considered as settled in the campaign for a better school system now being actively carried on in that State was that agriculture in some form should be generally taught in the schools.

At the annual convention of the National Educational Association, held at Asbury Park, N. J., in July, 1905, elementary agricultural instruction was a prominent subject of discussion, and such instruc-

tion was favored in the annual address of the president, Dr. William H. Maxwell, superintendent of schools of New York City, delivered to thousands of teachers at the opening session. The committee on industrial education in schools for rural communities, appointed two years before, brought in an elaborate report, in which it maintained "that the rural schools, which train nearly one-half of the school population of this country, should recognize the fact that the major portion of their pupils will continue to live upon the farm, and should provide specific, definite technical training for them in the activities of farm life. It adduced strong arguments in support of this position and emphasized the educational value as well as the practical utility of courses of study framed with this end in view. The committee favored the consolidation of rural schools in order that teachers specially fitted for this work might be secured and the instruction made more efficient. It also advocated the establishment of high schools to meet the special needs of the rural population for secondary education directly related to agricultural practice."

How Can the Librarian Aid the Teacher?

By WALTER A. EDWARDS, Pasadena, Cal.

A library possesses immense educational possibilities. It is a mighty educational engine, ranking in power not far behind the school, the Church, and the daily press. And its great power ought to be directed so that those who come under its influence may get the most good possible from it. To be sure, the adult patrons of the library would probably resent as an impertinence any suggestion from the librarian that they were not getting the educational value from the books that they should, and any attempt on his part to supervise their choice of books. A certain library in the central West boasts of having reduced novel-reading from eighty per cent. of the total to fifty-nine per cent., as a result of a well-defined and consistently pursued policy. This librarian, thinks he has a responsibility for his patrons' reading, and he has actually exercised some decisive influence over it.

But whatever one may think of the men and women, is there any doubt as to the librarian's duty toward the children? They certainly form a very large fraction of the total patronage of the public library. In some cases the ratio of children using the library to the total number of users, is as high as thirty-seven per cent. Merely on account of their number, then, the children are entitled to every consideration and to every provision that can fairly be made for their convenience. But there is another and better ground for their claim on the good offices of the librarian. In this great army of children the librarian may, if he will, train up more intelligent users of books than his present adult patrons. They come to the library with tastes unformed, and with no reading habits. They are not only open to suggestion, they desire it and ask for it. As Emerson says, "Here are friends waiting to bless the child, anxious to unfold to him their treasures of wisdom and entertainment." But they are under a spell, and cannot speak until spoken to. And as the enchanter has dressed them like battalions of infantry, in coat and jacket of one cut, by the thousand and ten thousand, the boy's chances of hitting on the right one is to be computed by the arithmetical rule of permutation and combination—not a choice out of three caskets, but out of half a million all alike. The chances are tremendously against him—unless some one will help him. And here is the librarian's opportunity and duty. And here, furthermore, is one of the most important ways in which the librarian can serve the school. Teach-

ers are realizing the immense power for good or evil which books exercise in the lives of their pupils and the need for the wisest counsel in their use; and they should gladly welcome the expert assistance the librarian can give in planning the collateral and the miscellaneous reading of their pupils.

But not only in directing the reading of the pupils may the librarian assist the teacher. In the course of frequent conferences between them, abundant opportunities for co-operation will suggest themselves, to the lasting benefit of the children. The librarian will keep informed as to the work the pupils are about to have in school, and he will be able to prepare lists of references and parallel readings on the various topics, perhaps in the form of printed slips, for distribution to the children. He will anticipate Arbor Day, the various poets' birthdays, and other special occasions, and will have ready against the need lists of books helpful for special programs and for further reading. He will recommend books for general reading, classified to suit the age and advancement of pupils in the different grades. He will be able to suggest special books to meet the needs of peculiar cases. He will keep his eye on the magazines and promptly list any article which may prove helpful to pupil or teacher. He will provide a separate room for the use of the children, well supplied with the right books, and made attractive with the pictures in which children delight—and properly supervised. He will perhaps arrange for special school and class-room libraries, loaning such books as a given class will need, these to be given out to individual pupils by the teacher. Or he will, from time to time, group such books on certain shelves in the children's room, constituting a sort of temporary reference library for certain lines of study.

He will, on the invitation of the teacher, meet the pupils at intervals and talk to them about the proper care of books, the use of the library for study and research, the use of dictionaries, cyclopedias, Poole's Index, etc. These talks, by the way, are better given in the library; take the children to the library; not the librarian to the children. He will at all times encourage children to come to him for advice and suggestions and he will make his counsel so helpful to them that they will be glad to come. He will watch the reading of individual children so far as he can, and advise with the teacher for such further direction as may be desirable.

Helps for the Teaching of Caesar. II.

By GONZALEZ LODGE.

Pupils are in the habit of approaching Caesar thru beginner's books which may be roughly divided into three classes. There is first the general beginner's book, which is intended to cover, in most cases, a year of instruction and to give a vocabulary taken mainly from Caesar but not entirely restricted to the words that he uses. There are a number of these upon the market, the most prominent being "First Latin Book," by Bain (University Publishing Co.), "Foundations of Latin," by Bennett (Allyn and Bacon), "First Year Latin," by Collar and Daniell (Ginn & Co.), "First Latin Book," by Comstock (Allyn and Bacon), "Latin Lessons," by Coy (American Book Co.), "The New Beginners' Latin Book," by Hoch and Bert (Hinds & Noble), "Easy Latin Lessons," by Lindsay and Rollins (Allyn and Bacon), "Beginners' Latin Book," by Smiley and Storke (American Book Co.), and the "Beginners' Book in Latin," by Tuell and Fowler (Sanborn & Co.).

The peculiar characteristics of most of these books are well set forth by Professor Bennett in the "Teaching of Latin," page 51. They separate the various parts of the forms, taking tense by tense and declension by declension, introduce the simpler principles of syntax early, and attempt to stimulate the interest of the pupil by connected translation at the earliest moment. In the hands of competent teachers they have been found to be of great efficiency, but the criticism is made that in the hands of the inexperienced the pupils are less thoroly grounded in the forms than in the older style of books which Mr. Bennett has tried to recall by his "Foundations of Latin."

Most of these books, while having a vocabulary that is mainly Caesarian, still are so constructed that they may be just as well followed by Nepos or by any other of the reading books that have been so widely adopted in recent years.

Two other books, of the same general scope, need on account of their name a little notice. One is entitled "Six Weeks' Preparation for Reading Caesar," by J. M. Whiton (Ginn & Co.). The aim of this book, which is devised and used in his own work by the author, is "an early familiarity with the inflections and common concords of the Latin which is at the foundation of all accurate scholarship." By means of copious exercises, both from Latin into English and English into Latin on a vocabulary that is apparently strictly Caesarian, he aims to assist pupils to begin at a very early period the reading of Caesar. If one may judge from the remark at the close of the preface, this volume should be followed by a small volume of extracts from Caesar entitled "Caesar's Invasion of Britain."

The other book is entitled "A Straight Road to Caesar," by G. W. Waite and G. H. White (Ginn & Co.). This is a much larger book, contains all the paradigms as well as the exercises, and it is expected, if we may judge from the exercises given, that the pupil will pass from this book immediately into Caesar. So far as the contents of the book is concerned, there seems to be little difference between it and the other beginners' books except in matters of typography and individual caprice; which may be said to characterize most of the books that we have to deal with.

Of the remainder we have two groups: (1) The group which aims to introduce a pupil to the first book of Caesar, and (2) The group that aims to introduce the pupil to the second book of Caesar.

Of the first group the most important book is entitled "Bellum Helveticum," by Lowe and Butler

(Scott, Foresman & Co.) In this book we have, as usual, the various paradigms and exercises, but very early in the work—in fact as early as the third lesson—we begin with *Gallia est omnis divisa in partes tres*; and as the lessons go on the pupil is steadily pushed forward in the early part of Caesar. In fact the object of the book is to give enough work for the whole first year, and take it all from the beginning chapters of Caesar's "Gallic War." So far as the general effect and arrangement of the book is concerned, every attempt seems to have been made to carry out this principle to its best results.

Another book called "Introduction to Caesar," by M. L. Brittain (American Book Co.), is similar in the arrangement of exercises and paradigms, and likewise in the insertion of reading material as early as possible. In fact connected reading appears in the very first lesson.

The third is called "Caesar's Helvetian War," by Welsh and Duffield, Americanized by Sidney G. Ashmore (Macmillan Co.). This is but a reading book and presupposes a certain amount of grammatical study. The peculiarity of it consists in the fact that the first thirty chapters of the "Helvetian War" have been simplified and thereby, it is expected, relieved of a certain amount of their difficulty. In the book of Mr. Brittain the Latin of Caesar has been simplified also. Whenever possible, the exact words of Caesar's are used, but the lessons are graded and difficult constructions are deferred. In the "Bellum Helveticum," on the other hand, no attempt has been made to simplify the text.

The second group is composed, as I said, of those books which introduce the beginner to the second book of Caesar. Chief of importance among these, on account of its widespread popularity, is the "Gate to Caesar," by W. C. Collar (Ginn & Co.). Professor Collar is very much convinced that Caesar is a difficult author. Some parts of his "Gallic War," he says, "are as hard, or nearly as hard, as any prose that has come down to us." He adds "I know no more disheartening task than that of undertaking to carry a class, unprepared in age and knowledge of the language, thru Caesar's "Gallic War." And inasmuch as we should make our approaches with caution and skill, he asks the pertinent query, "Why not remove provisionally from the text those more intricate parts that discourage the learner and bar the way of progress?" With this end in view, he has edited the second book of the "Gallic War" in a simplified form. In doing this, his aim has been to keep the narrative intact and to retain as much of the text as was consistent with the effort to disburden it of its greater difficulties; and in addition, to make the fewest practical changes in what was retained. As a result, he has omitted about one-fifth of Caesar's text.

A similar book is entitled "Caesar for Beginners," by W. T. St. Clair (Longmans). The only thing in which this book differs from the majority of beginners' books is (aside from its individuality), the use of the second book of Caesar instead of the beginning of the first book for the reading lessons. This text has been adapted and simplified.

Still a third book entitled "Shortest Road to Caesar," by E. T. Jeffers (Hinds & Noble), presents the customary vocabularies, exercises, etc., and later the second book of Caesar in a form unsimplified.

Now it seems that the first question that meets us in connection with all these books is one whose solution is vitally important in the matter of teaching Caesar. First, shall we begin with the first book or with the second? In the nature of the

case, the first book would be more difficult than the second, but in addition, the first book of Caesar, considered by itself, is much more involved and difficult in its style than the second. It contains particularly a large amount of indirect discourse which comes early in the book. It has been replied in reference to the second book that it also contains a certain amount of indirect discourse, and that there is one sentence in the book which actually covers more than half a page and in which the subject is separated from the verb by ninety-four intervening words. Still it must be admitted that the second book is simpler than the first. Should, then, we begin with the second book, other things being equal? If we were studying Caesar only for the purpose of the Latin to be gained from it there would be no particular reason why we should not begin in the simplest part of the treatise, whether that were the second book or the fifth or anywhere else; but it must be remembered that we are studying not merely Latin but, as has been frequently pointed out, history, literature, and institutions. It would be regarded as absurd for a person who was expected to understand the development of the history of any period in modern times to begin midway in that period and leave the first part of it unattended to. The same thing holds true just as well in Caesar. The first book of the "*Bellum Gallicum*" gives opportunity for the study of the reasons of Caesar's invasion of Gaul, the occasion for it and its bearing upon Caesar's own political fortunes. It also gives an opportunity for studying the system of ever-widening campaigns, which is particularly characteristic of the Gallie conquest. This is all lost if we begin with the second book. It may be urged that the pupil will, of course, review the second book again after he has read the first; but the edge is off, the novelty has departed, and a review, no matter how skilfully conducted, can never have the value of the first reading. It would seem, therefore, that it would be better from the point of view of the treatise itself to begin with the first book.

Now, as to the other set of books which begin with the "*Helvetian War*." These would seem to meet the objection that I have made, but if we think a moment we find that, with one exception, these books have the narrative simplified. In other words, we are reading not Caesar, but a set of more or less detached sentences which cover the same ground that Caesar does, but which, to the keen observer, will be found to have lost every bit of the Caesarian character and to have very little more literary value than the detached sentences taken from all parts of the "*Bellum Gallicum*" that we find in the general beginners' books. It is replied that the pupil is expected to reread the "*Helvetian War*" too, after he has acquired greater skill in translation. But here, again, the objection that I made with regard to the first set of books—those that begin with the second book—is equally valid. The narrative, in its skeleton, has already been read, and the first book of Caesar after this partakes of the nature of a review lesson. We have nothing to look forward to, nothing that is mysterious, that must be unraveled, no suspense in battle or conference, no piquant anecdote to stimulate attention; all of this has been given in a simplified or skimmed-milk fashion already.

There remain, then, only two possibilities: one, that we should begin with the first book of Caesar unsimplified, having insisted upon sufficient preparation beforehand, or going so slowly that it may be possible to meet the difficulties of this book as they appear. Of these two alternatives the first is undoubtedly the only one to be chosen, because a snail's progress, such as is required in the second,

is just as apt to destroy the interest in the narrative as a review.

There is still the second possibility, however, which has been indicated in the remark of Collar already quoted, but which I should apply differently. The main difficulty in the first book consists in the long speeches in indirect discourse; these are admittedly difficult, and at this stage in a pupil's advancement are difficult for another reason. The speech is used so frequently to put the reader in possession of the situation and the question at issue that it requires more maturity of thought than the narrative, consequently, it would not be amiss for the skilful teacher to omit the speeches so far as translation is concerned, giving the translation of them in English to the class and reserving the Latin study of them until the class is sufficiently advanced to understand the principles of indirect discourse, and, consequently, to turn the indirect discourse into direct discourse, for the purposes of comparison.

Esperanto for Americans.

Twenty years of Esperanto have now been rounded out, for it was in 1887 that Dr. Zamenhof published his invention to the world, says a writer in the current number of the *Dial*. Since then the tongue has been spreading with cumulative rapidity, hundreds of clubs have been formed for its systematic study, two international congresses of Esperantists have met, and this mid-August saw a third session. We Americans are especially called upon by Dr. Zamenhof to take up Esperanto and promote its adoption as a world language. "O Americans," he cries, in a pamphlet addressed to us, "this language, whose ideal is the future union of mankind, we hand on to you in the name of freedom, peace, and justice, for which the forefathers of most of you suffered so much." Let us hope that he and Mr. Stead may succeed in galvanizing into life this ingenious creation of the brain of man, and let us also pray that it may not develop into a linguistic Frankenstein, a terror to its fellow-tongues of natural origin, and a monster ravaging the fair fields of literature with fearful and wonderful translations and still more direful attempts at original composition. The cunning of art has gone so far that, as we are told, flowers are now manufactured that, for certain decorative purposes, are preferable to those that grow in garden and hot-house; yet there is small danger that Dame Nature's trade in roses and lilies and violets will perceptibly suffer. Likewise we hardly need fear that, with the spread of an artificial language, the vernacular will fall into disuse, or that the pleasure and profit of studying a foreign tongue will cease to be recognized.

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Public Opinion Concerning Education

As Reflected in the Newspapers.

Special Help Hour in the Schools.

[Pueblo Chieftain.]

So marked has been the development in the American public school system and the methods employed therein that the present-day school seems so far removed from the old log school building where the master ruled with a rod of birch and taught everything by rote, that it scarcely seems possible to have evolved from this early institution. Not only are the present-day methods of instruction entirely different, but the discipline of the schools is separated as far as possible from the idea of compulsion, the relations between pupils and teachers being friendly and cordial, and above all cheerful.

One of the latest suggestions in public school management comes from Milwaukee, where there has been instituted the Special Help Hour system. In setting forth the objects of this plan at the opening of the present term the superintendent of the Milwaukee schools, in a circular to the principals, said:

"The superintendent finds it necessary to call attention again at the beginning of the year to the proper use of the Special Help Hour. Teachers new to the schools, and sometimes others, have a disposition to use it as a time and means of punishment. The Special Help Hour is not for this purpose; it is not to be another method of 'keeping after school'; it is not a time for inflicting penalty upon or exacting work from children as a means of punishment. Each child who is kept during Special Help Hour should be kept because the teacher has in mind some definite or specific way in which the teacher intends to help the child; to help him to a better understanding of some problems in arithmetic; to help him to understand that he should be more attentive to his lessons during study period; to help him understand the importance of promptness and the evil effects of the tardy habit; to help him understand the advantages and the duty of courtesy and consideration toward his schoolmates; to help him in some way to overcome the habits of impertinence or impudence, or habits of rudeness and carelessness in speech or behavior. Children should not be kept for special study unless the teacher intends to help the child and has a definite idea of how he will go about it. To copy and re-copy words in spelling when one has been missed; to work over all the examples of an arithmetic lesson because of one, or a few mistakes; to study steadily the pages of a book for the half hour; all these are likely to be deadening or discouraging—to have an effect the opposite of what is needed. Every experience at special help hour should bring the pupils some positive gain; some better understanding of the lesson or the subject in general; some better appreciation of the pupil's duty and responsibility; some better understanding between the teacher and pupil; some better purpose in the boy's heart to do his work more exactly and carefully—to do his best; some increased self respect and courage and aspiration."

In discipline firmness is a necessary thing, but not severity. That is not an ideal school in which the discipline is so rigid that children stand in fear of the teacher, and in which petty rules of discipline are enforced with an unpleasant rigor that makes the school seem like a prison. There are scores upon scores of teachers in every city who do not need to be told that the proper relations between teacher and pupil is one of mutual regard—the teacher never acting as tho children were "undesirable citizens," but giving them in the mass credit for reasonableness and good intentions, and enlisting them in the work of making a good record

for themselves and the school. The great majority of teachers do not need to be told this elementary truth, but there are some who do. Whether the Special Help Hour system be instituted or not, the suggestions contained in the Milwaukee educator's circular are worthy the careful consideration of teachers wherever may be their field of occupation.

Punishments in the Schoolroom.

[Newark Star.]

Corporal punishment in the public schools is forbidden by a law of this State. The law provides that even if parents instruct teachers to administer punishment to children, the instructor has no right to inflict the same, and if they do must suffer the consequences of dismissal and revocation of certificate. Nor is the prohibition merely upon the rattan. As defined by the law and State Superintendent Baxter, "corporal punishment is any form of punishment by means of which physical pain is inflicted. It includes the physical discomfort or weariness caused by any unusual and sustained posture, as well as the infliction of pain by the hand or by the use of a whip, rule, or rattan."

There are school teachers who would like to see the law repealed, but the consensus of pedagogic opinion is opposed to corporal punishment. If all teachers had the attributes of angels the rod might be trusted to their hands, but the infirmities of the temper are not foreign to those who teach. Discipline can be maintained among children in schools without the infliction of physical pain and without giving children lessons in brutality. The rule of love and kindness, the firmness that is united with gentleness, the even temper and kindly control can keep any school-room in order and subdue the most truculent of children.

Change the System.

[Newark News.]

Do you know how school matters are managed? You have heard about the "rubber stamp;" do you know what it means? Do you know what power and responsibility the Board of Education has? Do you know what power the city superintendent has? You have a city superintendent that you pay \$5,500 a year. He ought to know more about schools and educational matters than anyone else in the city. The only power the State gives him is that of "general supervision." What that means has to be guessed at; it is not enumerated. The only other power he has is delegated to him by the Board. When the Board delegates power to him it gives away its own power. The Board has given away a great deal of its power. Do not be alarmed; it is all right. This is the way it works. The Board, not the superintendent, appoints, promotes, and transfers the teachers. But the Board has given to the superintendent the right to make the recommendations; it cannot make its own; it has forfeited its initiative.

But it has tied down the superintendent. His recommendations must be based upon experience, merit, and fitness, based on "official data and records kept on file in the superintendent's office." This is where the rubber stamp comes in. The superintendent recommends teachers for appointment, promotion or transfer according to the official data. The Board may inspect the records and either

"rubber stamp" the recommendations or not, as it chooses. The final decision rests with the Board. Suppose the superintendent's recommendations are right and fair, and the Board refuses to indorse them. Then the superintendent is restrained from doing the best thing for all concerned. Suppose, on the other hand, that some day you have an unscrupulous superintendent and an unscrupulous Board to connive with him? It all depends upon the Board. You need the best Board you can have. Above all things, you need the system that will guarantee the best Board possible. The root of the matter is the system. The present system will not let you have the best Board. There is only one thing to do—change the system.

The Group System in the Schools.

[Newport News.]

The public school officials of the city of New York have adopted the "group system" of instruction, which appears to be based on plain common sense. It consists simply in dividing the classes according to attainment and not according to age or the number of years the pupil has been in the schools. This gives children who are quick and bright an opportunity to advance as rapidly as their learning warrants, and provides also for better personal instruction for those who are slow and somewhat dull, both of which features are worthy of adoption in all public school systems. The difference between this plan and that which has been maintained in the schools since the first one was opened, is that the new method adapts the instruction to the pupil while the old one tries to make the pupil fit the established and prescribed course. It is obvious that the new idea is the reasonable one, for there are almost as many differences among children in their ability to learn as there are children in the schools.

Now it is a matter of interest outside of New York that the same system should be adopted in other places, for it is one which is universal in its application, and as much needed in small places as in large. It is called the "group system," and when first suggested some years ago was known as "flexible grading," but the name is of little moment if the method itself is only adopted generally, so that the pupils of all schools may advance rapidly as their attainments merit, and those who are not able to absorb instruction as quickly as others may receive the special individual attention which they need.

The plan which is in practice in some schools now, of having graduations twice a year instead of but once, is a step in the same direction, inasmuch as it gives opportunity for the naturally bright and proficient to advance more frequently. However, it is much less advantageous than the group system, as it fails to adapt the course to the pupil, still requiring that the pupil shall adapt himself to the rigid course. In both these methods, however, there is encouraging evidence that the school authorities in different places are more awake than formerly to the importance of considering the scholars as greater than the curriculum, and of regarding the main result to be aimed at as the advancement of the pupil as rapidly as his attainments warrant. With this idea firmly fixed, the value of the schools will be greatly increased and the best pupils will be encouraged in their work instead of feeling, as has often been the case under the old system, that they are dragged down and held back by slower pupils, and by the clinging to a fixed course which is not at all adapted to those who are able to acquire education rapidly and easily.

Sturdy Conservatism.

[New York Tribune.]

The voters of the city of Middletown, Conn., deserve congratulation for their refusal to accept a parochial school and to maintain it as a public school equipped with teachers chosen by the parish priest. By a vote of 934 against and 643 for the proposal, the Connecticut Yankees affirmed their loyalty to the fundamental principles of American public education.

* * * * *

The men of Middletown have earned praise not simply because of their wise conservatism in maintaining one of the best of American traditions; they have earned it still more because they have resisted a strong temptation. It is no small thing for taxpayers to refuse a large plot of ground and a well-built school-house as a gift, even when acceptance involves a slight concession of educational principles. Middletown's superiority to insidious temptation is a reassuring sign of the unimpaired sturdiness of old American ideals.

Help the Children.

[Boston Journal.]

Chairman Storrow of the school committee, hastens to approve the recommendation of Superintendent Brooks that the pay of teachers be increased. Mr. Storrow takes the ground that higher wages will mean greater efficiency. This is not a rule that works out very well in other departments of our municipal system, but the case of the school teacher is an exceptional one. In the first place, most of the teachers have too much to do. This fault, however, is gradually to be remedied. Secondly, our school appropriation should be sufficiently large to enable the authorities to secure just the sort of teacher needed.

Mr. Joseph Lee, a public-spirited citizen who needs no introduction to readers of *The Journal* furnishes a gloomy description of present conditions. He says:

"If the public could by force of imagination enter the school rooms all over our city, each (except now in the primary grades) with its fifty or more pupils, and could see the young girls entering these rooms as teachers, with their fresh enthusiasm and high ideals; could see them gradually being worn down by the dead weight of a task too heavy for them, disheartened by the sheer impossibility—except for those having unusual gifts for discipline or unusually robust constitutions—of doing the kind of work that their ideals calls for; if the average citizen could see the light and hope gradually fading out of the teacher's life, and could appreciate the consequent irreparable loss to the children; if he could realize that the women on whom such burdens are placed are paid salaries ranging from about \$550 to about \$940 a year (less for kindergartens); if he could see this situation as it is, he would not, we think, be slow to respond with the necessary remedy, especially when the nature of that remedy is now so clearly pointed out to him."

It must occur to some citizens that a part of the money to be saved by the expulsion of grafters might be devoted to improving conditions in our schools. Better schools will mean better school children.

British Gift to Yale.

Archibald Henry Blount, Lord of the Manor of Orleton, Herefordshire, has bequeathed \$400,000 to Yale University. Mr. Blount does not appear to have had any connection with Yale University.

About nine years ago he began to make inquiries concerning Yale, by letter. He was made to feel that these were welcome. All possible information was sent him.

The News of the World.

The Federation of Shipowners gained an important victory over the striking dock laborers of Antwerp. The men were obliged to return to work at the terms of their employers. The power of the strike organizers has been completely broken by the strength of the Federation. There is not likely to be another dock strike in Antwerp for many years. The strike has brought about a coalition among the shipowners of the world for mutual protection.

The Sultan of Turkey has ordered the abolishment of the import duty on wheat.

Wu Ting-fang has been appointed Chinese Minister to Washington. He has occupied the same post before.

President Roosevelt began his Southern and Western trip on September 29. He went directly to Canton, Ohio.

From there he visited Keokuk, St. Louis, and Memphis. He then started for his hunting trip in the canebrakes of Louisiana.

Ceremonies lasting from September 30 to October 5 attended the opening of Marshall Field & Co.'s new great store in Chicago. The area of floor space contained in the store is 1,532,017 square feet, or over thirty-five acres. There are two great rotundas. Above the south one is a Tiffany mosaic dome, which is the first dome ever built of iridescent glass. It is the largest single piece of glass mosaic in the world.

The inhabitants of Bay of Islands, the chief hering fishery section of Newfoundland, held a mass-meeting on September 25.

Resolutions were adopted urging the Colonial Government to remove all restrictions on the fisheries during the present season. That will give time for the whole question to be discussed by The Hague Tribunal for arbitration.

The city of Berlin is trying to purchase a huge forest from the State Forestry Board. It is in the Spree district east of the city. The purchase price is \$10,000,000. It is proposed to establish new municipal waterworks and to make a people's park.

Emperor William unveiled a national memorial at Memel, Prussia, on September 24. He made a speech, in which he appealed to the German nation not to forget religion in their present prosperity.

The Emperor compared the position of Germany in 1807 with her present position. A century ago the Prussian royal family was obliged to flee for refuge to this, the last unoccupied German territory, near the Russian frontier. During the Napoleonic wars, however, the people, after suffering terrific punishment, "instead of despairing, rallied, relying first on God and then on the monarch, with the result that God permitted United Germany to make powerful, surprising, almost incomprehensible forward strides in every direction."

Signor Marconi is at Glace Bay, N. S. He says that he intends to stay there until wireless communication with Europe has been placed on a commercial basis.

In his speech at St. Louis, President Roosevelt said that the battleship squadron was going to the Pacific Coast on a practice cruise.

The catch of sardines in France for the past five years has been much below normal. Sardine fishing along the coast for the present season began the latter part of June, and there are indications for a much larger catch this year if the fish keep coming to the coast, as the opening fishing seemed to indicate.

The first newspaper ever printed in the Thibetan language has lately been established in the city of Lhasa. In translation, its title means *The Thibet Times*.

Consul W. J. Pike, of Kehl, reports that a late business census of the German city of Strassburg shows that the inhabitants numbered 162,907, the retail stores numbered 8,175, wholesale 2,472, and there were agricultural pursuits to the number of 3,646.

Prince Washimoto, a cousin of the Emperor of Japan, has entered the War College in Paris.

Count Zeppelin continues to make successful tests of his airship. His machine responds with splendid results to its pilot's will. On September 30 he was aloft for seven hours.

The Swedes Want America's Cup.

Sweden, in the Swedish challenge to a series of races for the America's Cup, appears to be prompted by patriotism and a desire to impress the world with the separate nationality of Sweden.

"All men applying to take part in this race, from the captain down, will be examined as to their nationality, and any man having Norwegian blood, even as far back as the fifth generation, will be excluded," was said by an authority on yachting.

New Custom House Finished.

New York City has her new \$7,200,000 Custom House. The contractors handed the building over to the Government on October 1. The building was begun in 1900.

Besides the departments of the Custom House, the new building will furnish quarters for the Weather Bureau, the Naval Bureau, the Civil Service Board, the Isthmian Canal Commission, the Secret Service Department, and other branches of the Government service. There will be an elaborately furnished suite of offices for the Secretary of the Treasury. He has never had offices in New York since Washington became the Capital of the Federal Government.

No British Challenge at Present.

Sir Thomas Lipton has courteously expressed his deep regret at the New York Yacht Club's refusal to accept his challenge to race for the America's Cup.

In a long letter to the Royal Irish Yacht Club, he abandons his hopes for a contest. He points out that, owing to modern development, conditions have changed since the deed of gift was drawn up. He says:

"I consider that the handicap of having to design a vessel of the type which has been gradually developed during recent years, and which shall be of sufficiently light construction, yet capable of being taken with safety on its own bottom across the Atlantic, entirely precludes the possibility of competing on equal terms with a vessel which is not compelled to make this ocean voyage."

Moroccan War Over.

Peace has been declared in Morocco. The delegates of three important tribes have accepted the peace terms offered by the French.

These are as follows:

Hostilities shall cease.

General Drude may make military reconnoissances thruout the territory of the three tribes to satisfy himself that the pacification is complete.

The tribes engage themselves to disperse and chastise all armed bodies which may assemble in their territory with hostile intent.

Every native found in the possession of arms or munitions of war within ten miles of Casablanca shall be handed over to the Shereefian authorities, condemned to imprisonment, and fined \$200.

The tribes shall be held responsible for the carrying out of the previous stipulation.

Every native detected in smuggling or using arms shall be punished.

The delegates of the tribes undertake to surrender the authors of the outrages upon Europeans of July 30, and, pending judgment, their goods shall be seized and sold irrespective of the indemnity which is to be paid, the amount of which shall be fixed by the Moroccan Government.

The Chaouia tribes shall pay a large indemnity, the part of each tribe to be apportioned according to the length of time it resisted the French. In addition, the Chaouia tribes shall pay a contribution toward the harbor works at Casablanca.

To guarantee the carrying out of this convention two leading men of each tribe shall be given up as hostages. The delegates of the Ouleseeayan, Zenata, and Zyaida tribes immediately named their hostages and signed the agreement.

The trouble began early in August, under the mandate given to France and Spain by the Algerias agreement, to maintain proper police regulations in the ports of Morocco.

The direct cause was the murder of seven Europeans at Casablanca.

France and Spain will now carry out the task of establishing a sufficient police force in the Moroccan ports.

Rains Continue in France.

A heavy downfall of rain has continued to flood certain districts of Southern France. In the Mont Cenis district the mountain torrents overflowed their banks, carrying away many bridges. Communication with many villages has been cut off.

In Malaga, Spain, the people have been working hard to clear the city of mud. In many streets it is two and a half feet deep.

Theater-Going on the High Seas.

The Cunard Steamship Line is considering a plan of Charles Frohman's to present plays on the Atlantic liners.

The scheme may be tried first on board the *Lusitania*.

Managers feel that their expenses are too heavy while theatrical companies are on the water traveling from continent to continent. Salaries go on just the same. This plan would avoid this waste of time, and also afford passengers amusement.

Great Gathering of British Warships.

The combined home, Atlantic, and Channel fleets of Great Britain are to start about October 14 for autumn manoeuvres in the North Sea.

It is believed that the main object of these is to teach the officers what the Admiralty would expect of them in case of war with Germany. The fleet will be under the command of Lord Charles Beresford. Great interest is felt in the gathering of

England's first line of defence under a man who is, perhaps, the greatest of her admirals.

New Smoke Consumer.

A new smoke consumer, patented by Charles Schneider, Railroad Commissioner of Austria, was successfully tested on the New Haven Railroad on September 12.

The apparatus was placed on the engine. The smoke and cinders were drawn from the fire-box into a compartment, where they were consumed.

Sultan Will Pawn His Jewels.

The total debt of Morocco amounts to \$10,000,000. The Sultan's financial position has been steadily going from bad to worse. Money is greatly needed for the troops who are defending the throne.

The Sultan has decided to sell some of his private property and to pawn his jewels in order to raise funds.

The Sultan Counts His Army.

Sultan Abd-el-Aziz, of Morocco, reviewed his army on October 2. He sat in a chair with his Grand Vizier standing beside him, and counted aloud the soldiers and beasts of burden as they trooped by. Scribes entered the numbers. The Sultan thus discovered that 500 men had deserted with their rifles and cartridges. He has sent two Caidis to Fez with instructions to bring more artillery to him at Rabat.

President Diaz Welcomes Secretary Root.

On October 1, President Diaz received Secretary Root. The meeting took place at eleven o'clock in the morning, in the Hall of Ambassadors in the National Palace. All the members of the Mexican Cabinet were present. The meeting was most cordial.

Mr. Root expressed his pleasure at meeting the man who had made Mexico one of the foremost Latin-American countries. He said that he hoped for continued good results from the cordial relations between the United States and Mexico.

President Diaz, in reply, welcomed the Secretary in the name of the Mexican nation. He warmly complimented Mr. Root's zealous work for a better understanding between the United States and Latin America.

Mr. Root was then presented individually to each member of the Cabinet.

The President in St. Louis.

Tremendous cheering and whistling greeted President Roosevelt when he entered St. Louis Harbor on the steamship *Mississippi* on October 2. He was welcomed by the Governors of fifteen States, and by members of Congress and officers representing the city of St. Louis.

He was drenched by a sudden downpour of rain as he drove thru the streets standing in an open carriage and bowing to the crowds.

At the jail building, where he made his speech, he was introduced by Governor Folk.

Gold Values in the Klondike.

Consul G. C. Cole forwards from Dawson a report on the gold values in the Klondike high-level gravels, by R. G. McConnell, geologist for the Dominion of Canada, which states that the value of the gold already taken from this district amounts to \$119,000,000, and the estimated value of the amount yet to be mined is \$65,000,000. Copies of this report may be had by applying to the Geological Survey Office, at Ottawa, Canada.

Japan Welcomes Taft.

Secretary Taft reached Yokohama early on September 28. His presence in Japan has already done much to reassure the Japanese concerning the feeling toward them in America. Members of the American Embassy, various reception committees, and others, were on hand to welcome Mr. Taft when the *Minnesota* arrived. He landed amid the firing of salutes from the shore, and the booming of seventeen guns from the American cruiser *Chattanooga*, which was anchored in the Bay.

Mr. and Mrs. Taft went on to Tokio late in the afternoon. Here the station was gaily decorated in their honor. They entered an Imperial carriage, and were driven at once to the palace of Sheba. This is one of the picturesque ancient residences of the Imperial family.

At his first public reception Mr. Taft delivered a speech, in which he declared that the talk of unfriendliness between the United States and Japan was "due entirely to the commercialism of the newspapers in America."

"Only the greatest earthquake of the century could have caused even the slightest tremor between such friends," he said. "There is nothing in the events at San Francisco that cannot be honorably and fully arranged by ordinary diplomatic methods, between the two Governments, conducted as they both are by statesmen of honor, sanity, and justice."

"War between Japan and the United States would be a crime against modern civilization. It would be insane. Neither the people of Japan nor the people of the United States desire war. The Governments of the two countries would strain every point to avoid such an awful catastrophe. Neither would gain anything."

"Why should Japan wish for war? It must stop or seriously delay the execution of her plans for the reform of Korea."

"Why should the United States wish for war? It would change her in a year or more into a military nation. Her great resources would be wasted in a vast equipment, which would serve to no good purpose, but would tempt the Nation into warlike policies. Why should she wish for war, in which all the evils of society flourish and all vultures fatten?"

"She is engaged in establishing a Government of law and order in the Philippines, fitting those people by general education to govern themselves. It has been suggested that we might relieve ourselves of this burden by the sale of the Islands to Japan or some other country. The suggestion is absurd. Japan does not wish for the Philippine Islands. She has problems of a similar nature nearer home. More than this, the United States could not sell the Islands to another power without the grossest violations of its obligations to the Philippine people."

"Under all these circumstances, then, could there be anything more wicked, more infamous, than the suggestion of war between two nations who have enjoyed such time-honored friendship, and who have nothing to fight for?"

Mr. Taft's speech aroused enthusiasm. Japanese business men regard it as a final declaration.

Robert Fulton Day.

September 23 was Robert Fulton Day at the Jamestown Exposition. Many prominent people were present. An interesting feature of the celebration was an object-lesson in what Robert Fulton's inventions have meant to the world. Examples of every kind of craft propelled by steam were assembled in Hampton Roads near the Exposition

grounds. These vessels, gay with flags and bunting, formed a marine parade.

The day's program included the award of the cups presented by President Roosevelt, King Edward, and Sir Thomas Lipton, for the winners in the various classes of yacht races.

McKinley Monument Unveiled.

More than fifty special trains carried to Canton the visitors who attended the ceremonies at the dedication of the McKinley monument.

The city was elaborately decorated. Among the official visitors were the President, Vice-President, members of the Cabinet, Senators, and Congressmen, Governors of States, United States Infantry and Cavalry, Ohio National Guard, and many civic organizations.

This monument was the loving gift of a million Americans. Their contributions amounted to \$600,000.

In the tomb rest the bodies of the third martyred President, his wife, and their two children.

The memorial was dedicated with elaborate ceremonies.

The chief address of the day was President Roosevelt's.

He paid a fine tribute to the nobility and usefulness of Mr. McKinley's life. He spoke particularly, also, of the martyr-President's broad understanding and sympathy with all classes of men. In this connection he said:

"Wrongdoing is confined to no class. Good and evil are to be found among rich and poor, and in drawing the line among our fellows we must draw it on conduct and not on worldly possessions. In the abstract, most of us will admit this. In the concrete, we can act upon such doctrine only if we really have knowledge of and sympathy with one another. If both the wage-worker and the capitalist are able to enter each into the other's life, to meet him so as to get into genuine sympathy with him, most of the misunderstanding between them will disappear, and its place will be taken by a judgment broader, juster, more kindly, and more generous; for each will find in the other the same essential human attributes that exist in himself."

International Tennis Match.

The Right Reverend A. F. Winnington-Ingram, D.D., Lord Bishop of London, is now in this country. His principal errand is to present a Bible from King Edward to the old church at Jamestown.

Bishop Ingram has a fine record as a tennis player. So has President Roosevelt. On Saturday afternoon, September 28, the two played together on the White House grounds.

It was unofficially made known that the Bishop came off victor.

Zeppelin Balloon Outing.

Count Zeppelin, accompanied by several officials of the Berlin Balloon Club, made a three-hour tour of Lake Constance in his airship, on September 24. At Friedrichshafen he circled the town hall, and then brought his balloon gracefully to earth. The speed of the airship is estimated to have been at least thirty-eight miles an hour. It easily outdistanced the numerous steamers laden with speculators that followed on the lake. It showed itself completely dirigible.

The inhabitants of the town over which it passed, loudly cheered the balloonists.

The Annual Meeting of the Playground Association of America in Chicago.

By HENRY S. CURTIS, Secretary of the Association.
[Report to the Commissioners of the District of Columbia.]

The first annual meeting of the Playground Association of America, which was held in Chicago on June 20, 21, and 22, was undoubtedly the most notable playground assembly that has ever been held in this country. *Charities* says of it, "It marks a new era for playgrounds." The meeting was notable for the people who appeared on its program, for the hundred or more distinguished men or women who were sent as delegates from the different cities, for the opportunities which it gave to see the South Parks playground system of Chicago, and for the play festival with which the convention closed.

The meeting of the National Council, which was purely a business meeting, was called to order at ten o'clock on the morning of the 20th, at the City Club, by Dr. Gulick. From the report of the Secretary and Assistant Treasurer, it appeared that the Association had then a membership of 408 persons, a number which has been increased by nearly 100 since, and that the total receipts for the past year had been \$7,764.50. The following officers were elected: Honorary President, Theodore Roosevelt; Honorary Vice-President, Jacob Riis; President, Dr. Luther Halsey Gulick; First Vice-President, Commissioner Henry B. F. Macfarland; Second Vice-President, Miss Jane Addams; Third Vice-President, Mr. Joseph Lee; Treasurer, Mr. Charles L. Hutchinson; Secretary, Dr. Henry S. Curtis; Chairman of Executive Committee, Mr. Seth Thayer Stewart; Chairman of Finance Committee, Mr. Felix Warburg.

Two important new committees were formed; one, Committee on Legislation, of which Joseph Lee was made chairman, which was to draft a model State law authorizing playgrounds in the different cities, and a second, a Committee on Playground Courses, to be introduced into the normal schools of physical training, and other normal schools, of which Clark W. Hetherington, of the University of Missouri, was made chairman. It was considered that, inasmuch as playgrounds are becoming a part of the school system in all of our different cities, and that to a larger and larger extent teachers are being asked to take charge of the direction of play as a part of their regular duties, that training in play leadership should be a part of every normal school course, and that as a larger and larger proportion of physical training of children is being derived from the playground, a larger proportion of the time of normal schools of physical training should be given to the training of playground directors.

The prime emphasis of the whole convention was on the social and moral value of play and playgrounds, and the absolute necessity of competent supervision.

Judge Ben B. Lindsey, who was prevented from being in Chicago to give his paper by the urgency of local conditions at that time, telegraphed from Denver, "Playgrounds are greater preventives of delinquency than courts." Dr. Gulick showed that play is the best possible preparation for the life of the citizen in a democratic State. Joseph Lee showed how the acquiring of the power of self-government, and the habit of obedience to law were essential results of successful play. Jane Addams said that at present our cities are spending one hundred times as much for the care of delinquent children as they were for such recreation as would prevent their delinquency; that any wise

city would reverse this expenditure.

Principal Scudder dwelt on the need of playgrounds for country children. He said that country children at present knew very few games; they were not growing strong thru work, as they had in previous years. Organized play in the country schools about New Paltz had proved very successful during the past year.

Mr. G. E. Johnson dwelt on the fact that training given by play was so vital that games should be a part of every school curriculum.

Dr. Elmer Ellsworth Brown said that he regarded the training of the playground as not less important than the training of the school.

Dr. Favill emphasized the importance of fresh air and exercise in the playground in preventing tuberculosis.

The report of the Secretary showed that apparently the number of playgrounds in the United States had very nearly doubled in the last two years, and that the amount of money expended had nearly quadrupled.

The first of the meetings of the convention were held in the Art Institute in Chicago, and all the later ones were held in the field-houses in the playgrounds. Each of these playground houses furnished an auditorium, with a seating capacity of about 1,000, and the meetings were held there in order that the delegates might observe the South Park playgrounds as well as hear the addresses. The playgrounds were especially delightful at night, when they were thronged with children and parents who came to look on. There was absolutely no disorder, and the children seemed to have a glorious time. Dinner on Friday and lunch on Saturday were taken at the field-house restaurant. It was interesting to note the unconsciousness of the children in the playground, and the smoothness with which everything was going.

Each of the playground directors in the South Park system receives \$1,100 a year, and the supervisor of each of the four systems receives \$2,400 a year.

The most delightful part of the conference, however, was the play festival. This was, I imagine, the most extensive exhibition of games that was ever given in America, and comprised all the best games from the kindergarten up. One of the most interesting exhibitions were a number of games of long-ball, which is a variation of indoor baseball, and was played by half a dozen teams simultaneously. This seems to me the most interesting, and perhaps the best, game for a small space which has thus far been brought out. The play festival was closed by an exhibition of folk-games and dances by people of a dozen different nationalities in their native costumes. Probably five or six thousand children and adults took part in the various contests and games.

I cannot regard it as a misfortune to be identified with a people that has its place to make in the world. I know my people and believe in them, and am glad to have my share in the great task of building up the race to which I belong. I was never more proud of being a negro than I am to-day. If I had the privilege of re-entering the world, and the Great Spirit should ask me to choose the people and the race to which I should belong, I would answer, "Make me an American Negro."—BOOKER T. WASHINGTON, in *Putnam's Monthly* for October.

Notes of New Books.

James Baldwin has added another to the splendid list of school books and readers that bear his name. This time he contributes to the Series of Eclectic Readings AN AMERICAN BOOK OF GOLDEN DEEDS. They are splendid stories, these stories of self-sacrifice and heroism. Nothing finer could be set before children. They are dramatic, many of them, but wholly free from a touch of the melodramatic. The fact that in a number of cases children are the heroes and heroines, adds greatly to the interest of the book for child readers. It is of further interest to note that these are all American tales. The volume is divided into three sections: First, HUMBLE HEROES; second, LOVERS OF MANKIND; third, THE HERO FUND COMMISSION. Under the first two divisions are tales appropriate to these titles. The third division contains a brief account of the HERO FUND COMMISSION established by Andrew Carnegie, and tells something of its work.

It is a pleasure to recommend this capital little book, both for use in and out of school. The excellent illustrations add much to its attractiveness. (The American Book Company, New York. 50 cents.)

Scarcely anything in school life taxes a teacher's strength and resourcefulness more than getting up acceptable entertainments. They must be suited to the children's ability, adapted to their age, and, let it be confessed, they must be calculated to please the parents and interested friends who are to form the audience, and who will, unquestionably, pass judgment not on the children, but on the teacher. To meet this very real problem, Willis N. Bugbee has prepared a little volume called SUCCESSFUL ENTERTAINMENTS.

It contains a quantity of excellent material well arranged. Teachers will find it invaluable. There are holiday and seasonal plays, historical dialogs, and literary and legendary exercises planned for use with children from five to fifteen years of age. An excellent little book. (The Penn Publishing Company, Philadelphia. Boards, 40 cents; paper, 25 cents.)

The splendid address delivered before Cambridge University (England) by the American Ambassador to the Court of St. James is an excellent review of the rise of the United States. Mr. Reid told his English audience with great candor the reasons that led the colonies to separate from the mother country. The speech is one of Mr. Reid's most remarkable utterances and is worthy of a permanent place in the literature of American and English history. The publishers have put forth this address in a most attractive little volume. It is well printed and contains an excellent portrait of the Ambassador as frontispiece. (Thomas Y. Crowell & Company, New York. 75 cents.)

THE WOOSTER JUVENILE SPEAKER has been reissued. The compiler, Lizzie E. Wooster, has brought together a great number of "pieces to speak." There are songs, dialogs, poems, and recitations for all occasions, and for every holiday. The teacher will find here a large supply of helpful material ready to her hand.

A portrait of Washington forms the frontispiece of this little volume. (Laird and Lee, Chicago. Paper, 25 cents. Cloth, 50 cents.)

SCHOOL AND FESTIVAL SONGS is a splendid little collection brought together by John B. Shirley, supervisor of music, Upper Troy, N. Y. The tunes and words are both well adapted to the use of children. In a number of cases both words and music are Mr. Shirley's. His experience has enabled him to put in the teachers hand a collection of songs that will be truly helpful. It is a very desirable little book. (The American Book Company, New York. 25 cents.)

Prof. John Bach McMaster is at present the leading authority on United States history. His new BRIEF HISTORY OF THE UNITED STATES is therefore deserving of special attention. The narrative is attractive and interesting, and provides a well-proportioned account of the chief events and figures. The book contains a summary at the end of each chapter, and references to collateral reading. Numerous footnotes include the biographies of prominent characters, and accounts of the less important events. The volume gives adequate attention to the colonial period, as well as to the social and industrial development of the country. The freshness and vigor of the style is particularly noteworthy. The statements are, of course, authoritative. The treatment of the various phases of our country's history is broadly impartial. The numerous pictures are of a striking character and rare educative value. The maps are clear and well executed. (American Book Company, New York.) Half leather, 8vo, 464 pages, with maps and illustrations. \$1.00.

The announcement of a new volume by G. Stanley Hall, is sure to awaken wide interest. The years of successful research and study which he has devoted to the psychology of children, assures him of a wide attention when he writes upon this subject. The result of much of Dr. Hall's work has been buried, so far as the general public is concerned, in University periodicals. Under the title ASPECTS OF CHILD LIFE AND EDUCATION, are published in condensed form certain papers by Dr. Hall and some of his pupils at Clark University. While the present volume is of great interest to the psychologist, it is also of vital interest to the teacher and parent. It is a distinctly illuminating contribution to the study of child life.

The table of contents will most clearly indicate the scope of the book.

The Contents of Children's Minds (G. Stanley Hall); Boy Life in a Country Town Forty Years Ago (G. Stanley Hall); The Story of a Sand Pile (G. Stanley Hall); A Study of Dolls (A. Caswell Ellis and G. Stanley Hall); Curiosity and Interest (G. Stanley Hall and Theodore L. Smith); The Psychology of Daydreams (Theodore L. Smith); The Collecting Instinct (Caroline Frear Burke); The Psychology of Ownership (Linus W. Kline and C. J. France); Fetishism in Children (G. Harold Ellis.)

The present is the first of a series of volumes to be published along this line. (Ginn and Company, Boston. \$1.50.)

Books Received.

Hunter, George William.—ELEMENTS OF BIOLOGY. American Book Co. \$1.25.

Lambert, P. A.—COMPUTATION AND MENSURATION. The Macmillan Co. 80 cents.

Lewis, Emily Westwood.—THE NEXT DOOR MORELANDS. Little, Brown & Co. \$1.50.

Monroe, Paul.—A BRIEF COURSE IN THE HISTORY OF EDUCATION. The Macmillan Co. \$1.25.

Plympton, A. G.—DORCHESTER DAYS. Little, Brown & Co. \$1.25.

Richards, Laura E.—GRANDMOTHER. Dana, Estes & Co. 75 cents.

Smith, Mary P. Wells.—BOYS OF THE BORDER. Little Brown & Co. \$1.25.

Smith's NEW INTERMEDIAL COPY BOOKS. Eight Numbers. The Macmillan Co. 60 cents, net, per dozen.

Compayre, Gabriel.—PESTALOZZI AND ELEMENTARY EDUCATION. T. Y. Crowell & Co. 90 cents, net.

Compayre, Gabriel.—HERBERT AND EDUCATION BY INSTRUCTION. T. Y. Crowell & Co. 90 cents, net.

Compayre, Gabriel.—SPENCER AND SCIENTIFIC EDUCATION. T. Y. Crowell & Co. 90 cents, net.

Compayre, Gabriel.—ROUSSEAU AND EDUCATION FROM NATURE. T. Y. Crowell & Co. 90 cents, net.

Weikel, Anna Hamlin.—BETTY BAIRD'S VENTURES. Little, Brown & Co. \$1.50.

Martin, Helen R.—THE BETROTHAL OF ELYPHOLATE. The Century Co. \$1.50.

Educational Meetings.

October 16, 17—Council Superintendents of New York State, Albany.

October 17-19—University Convocation of State of New York, Albany.

October 17-19—Vermont State Teachers' Association, Burlington.

October 17-19—Northwestern Iowa Teachers' Association, Cedar Rapids.

October 17-19—Rhode Island Institute of Instruction, Providence.

October 18—Connecticut State Teachers' Association, Hartford and New Haven.

October 18, 19—Eastern Illinois Teachers' Association, Charleston.

October 18, 19—New Hampshire State Teachers' Association, Concord.

October 24-26—Maine State Teachers' Association, Bangor.

October 24-26.—Northern Illinois Teachers' Association, Moline.

October 25.—Middlesex County (Mass.) Teachers' Association, Boston.

November 1.—Essex County (Mass.) Teachers' Association, Peabody.

November 7-9—Wisconsin State Teachers' Association, Milwaukee.

November 8—Superintendents Association of New England, Boston.

November 29,30.—Inter-County Teachers' Association of Southwestern Indiana, Evansville.

December 26-28—Montana State Teachers' Association, Missoula.

December 31-January 3, 1908—Colorado State Teachers' Association.

The Educational Outlook.

School Gardeners at Home.

Washington children a few days ago acted as hosts to their parents and friends at the gardens which they have been keeping this summer. Asters, nasturtiums, dahlias, and many other bright hued blossoms gave the school yards a festive appearance, while here and there an humble vegetable contributed its modest share to the success of the harvest home. More than \$500 worth of produce grown in these gardens was sold during the summer. One boy reported he had taken eighty tomatoes from seven vines.

Societies Less Secret.

Superintendent Chancellor has announced that the secret societies in the high schools of Washington must be reformed.

After consultation with principals of the high schools, he decided that hereafter these secret societies or fraternities must be conducted by their members with less secrecy. The lines along which the reformation is to be conducted will be decided later.

Latest California School Statistics

State Supt. Edward Hyatt has just issued a pamphlet entitled "Information About California's School System," which states that there are about 8,000 primary and grammar school teachers, and about 1,100 high school teachers. Of these, about one-eighth are men. "There are about 300,000 primary and grammar school pupils enrolled, and about 30,000 high school pupils. Their schooling costs about \$10,000,000 per year for all purposes. Six millions of this is for teachers' salaries. The lowest salaries are about \$400 per year, for the teachers of small rural schools. Salaries for primary and grammar schools range from \$400 to \$800 per year, with an average of about \$600. Principals get an average of about \$800. High school teachers receive from \$700 to \$1500, per year, with an average of about \$1,000. High school principals average about \$1,350."

Unite to Secure Loan.

After Dr. Martin G. Brumbaugh had stirred the United Business Men's Association to enthusiasm at a recent meeting, resolutions were adopted pledging the support of the association to the Board of Education in its effort to obtain \$5,000,000 for school purposes and arranging for a canvass of councilmen and for a series of mass-meetings of the various business organizations affiliated with the United Business Men.

A special executive committee of five was also appointed to take charge for the central body of a \$5,000,000 school loan crusade to be started at once by the business men. The committee in charge of this campaign is composed of Charles L. Fluck, chairman, and William Frehofer, of the Northwest Business Men's Association; William J. Drummond, of the South Philadelphia Association; John Marston, of the West Philadelphia Association, and E. E. Ziegler.

The delegates declared themselves in favor of carrying the fight to the polls if necessary to defeat the entire loan bill unless the schools were apportioned the \$5,000,000 share of the loan.

"I want to turn out a product that will be a credit to our civilization," said Doctor Brumbaugh, after reporting on present school conditions. "But I cannot do it with the machinery that I have. I know you will see to it that Philadelphia gives her school children a square deal."

"We will fight for the loan," said E. A. Fricke, of the North Philadelphia Asso-

ciation. "This is more important than the gas lease issue, and next week we will have a large public meeting to take this matter up in Germantown."

"As a master bricklayer I know that most builders lose money on school buildings and that there is no graft in them," said William J. Drummond, from South Philadelphia. "When the Board of Education, therefore, asks for \$5,000,000, I know that it needs \$5,000,000, not a dollar less."

Pension Fund Law Ambiguous.

Milwaukee teachers are naturally much pleased with the law providing for a retirement fund. There is, however, one provision which, upon the face of it, cannot be enforced without serious injustice:

"No teacher who is a contributor to said fund (the retirement fund), and whose position has become permanent by virtue of successful probation, shall be removed or discharged by the Board of Education except for cause upon written charges. The teacher shall receive a copy of such written charges at least three days before the hearing thereof."

This would seem to mean that teachers who prefer not to contribute to the fund thereby forfeit the safety in their positions secured to them by the provision that they shall not be removed "except for cause upon written charges."

Another provision reads: "All teachers not employed in cities of the first class at the time of the enactment of this law, who may be elected or appointed subsequent thereto, shall be bound by the provisions of this act, when their respective appointments shall become permanent as herein provided."

If contributing to the retirement fund be optional, how can "all teachers . . . be bound by the provisions of the act"?

While it would be interesting to have the interpretation put on these questions by the court it would, according to general opinion, be much better to remove all doubtful points before the enactment of the law.

One Million vs. Intercollegiate Sport.

Miss Anna T. Jeanes, a Quakeress of Philadelphia, has willed about \$1,000,000 to Swarthmore College, on condition that "the management abandon all participation in intercollegiate sports and games." Miss Jeanes died last week, and the will was filed for probate.

Miss Jeanes thruout her life had objected to athletic sports at colleges because she believed that the students neglected their studies. She also objected to the enmity which sometimes developed between colleges on account of athletics. In her life she did everything she could to discourage college sports. In her will, after leaving practically all of her estate to charity, she directed that Swarthmore receive coal and mineral lands valued at about \$1,000,000 on these conditions.

Miss Jeanes, it will be remembered, not long ago established a \$1,000,000 fund for the education of the negro.

State Scholarships.

State Commissioner Draper has announced that the competitive examinations of candidates for State scholarships in Cornell University will be held in each county Saturday, June 6, 1908. Candidates must be at least sixteen years of age and of six months' standing in the common schools or academies of the State during the year immediately preceding this examination, and actual residents of the State.

Cannot Use Parochial Schools.

An injunction was granted to twelve taxpayers restraining the city of Derby, Conn., thru its city clerk and city treasurer, from paying any moneys to Rev. Dr. R. F. Fitzgerald, rector of St. Mary's Church, on account of the use of the parochial school of the parish for school purposes, in accordance with an agreement made by four members of the Board of Education with Rev. Father Fitzgerald at the August meeting.

The complaint sets forth that the said four members of the Board and certain other persons, to the complainants unknown, agreed wrongfully and unlawfully to order and cause to be paid out of the treasury of the city of Derby certain sums for renting and heating of St. Mary's Parochial School building and for expense of maintenance and conduct of such parochial school, which is to be continued and devoted to the purpose and training of scholars in the doctrines, discipline, catechism, service, ritual, and devotional exercises peculiar to the Roman Catholic church and the Roman Catholic religion.

The Educational Conference held at Richmond last year will probably meet this fall at Roanoke during Thanksgiving week.

The fact that 326 pupils could not find places in the McKinley Manual Training School has called the attention of the city of Washington very forcefully to the needs of its schools. It is expected that Congress will be asked for several million dollars to supply the necessary new buildings and additions.

The program for the meeting of the Eastern Illinois Teachers' Association, on October 18 and 19, includes among others the following speakers: Prof. John Hull, University of Chicago; Pres. E. B. Bryan, of Franklin College; Prof. J. W. Garner, of the University of Illinois, and Frank H. Hall, superintendent of Illinois farmers' institutes.

The Northern Illinois Teachers' Association has chosen for its coming meeting at Moline, the general topic, "Preparation for Effective Living Thru School Work." All the addresses and discussions will bear relation to this general subject, and from the list of speakers announced should prove unusually helpful.

One of the most pleasing features of Buffalo's Old Home Week was the children's parade. Thousands of children from the public and parochial schools were in line. The teachers were also active during the week. Daily receptions were held by a committee of their number, especially appointed for the purpose.

Assistant Superintendent Baker, of Mobile, Ala., suggests, in his annual report, installing a department of normal training in the high schools. He states that there is great need for this training, since a number of the young teachers in the local schools, who, while they may eventually make good teachers, are greatly handicapped by lack of professional training.

After two weeks' of struggle, during which the schools were vacant, the school directors of Mosalem township, Iowa, have granted the teachers two dollars advance. Salaries are now \$30 a month instead of \$28. But while the directors were contending for the old rate several of the teachers accepted other positions, and it will probably be impossible to fill their places this time. Two dollars a month! Think of it!

Supt. Baxter Defines 'Corporal'.

State Supt. C. J. Baxter, of New Jersey, calls the attention of the boards and teachers in general to section 112 of the school law: "Were a teacher to be dismissed for its violation, he or she would be without redress and also subject to the additional penalties of suspension or revocation of certificate and prosecution, for assault and battery." The law provides that the child is under the care of the teacher after leaving the home of the parent. Notwithstanding that parents instruct teachers to administer punishment to children, the instructor has no right to inflict the same and if they do must suffer the consequence of dismissal and revocation of certificate.

Corporal punishment, as defined in the school laws, is as follows: "Corporal punishment is any form of punishment by means of which physical pain is inflicted. It includes the physical discomfort or weariness caused by any unusual and sustained posture, as well as the infliction of pain by the hand or by the use of a whip, rule, or rattan."

Militia to Co-operate.

Details are being arranged between the militia department and the provincial education authorities of Nova Scotia, for a system of physical training in the schools of the province. Sir Frederick Borden, Minister of Militia, and General Lake, Chief of Staff, have had a conference with Supt. A. H. McKay, at which details were discussed.

The plans are for a system of physical culture and elementary military drill to be taught in the schools by the regular teachers, and the militia department undertakes to provide instruction for these teachers.

Sir Frederick Borden has long been in favor of having a system of physical culture for all children taught in the schools, and has wished to combine with that, as the children grew older, a system of elementary military drill.

He has been in consultation with the educational authorities in the various provinces for some time, and recently has had a conference with the Maritime Provinces authorities.

The matter has been taken up on the general principle that drill and instruction should be carried out by the teachers and the militia department would supply the proper military instruction and teach the teachers.

Depository to be Continued.

The State Board of Education of South Carolina has won its suit with regard to establishing a State Depository of school books, at Columbia.

The establishment of a central depository was determined upon on the ground that it would lessen the expense to purchasers, and that it would enable orders for books to be filed more expeditiously than when ordered from a distant market. An action was begun to restrain the State Board from carrying out this purpose. The Supreme Court has affirmed the decision of the lower court in refusing to grant an injunction. State Superintendent Martin states that the depository, as now conducted, is most successful.

Legislature's Neglect.

The Georgia Legislature, at the close of its last session, was so pressed with business that it failed to make the necessary appropriation for the Agricultural College. The trustees of the State University and of the Agricultural College decided to raise \$30,000 necessary for the maintenance of the college. From the funds of the University \$10,000 will be taken, the trustees of the University will personally indorse notes amounting

to \$15,000, and the trustees of the college notes amounting to \$5,000.

Aid in Raising Salaries.

By a unanimous vote the Minneapolis board of tax levy appropriated the \$73,000 asked for the raising of teachers' salaries. The limit for grade teachers was made \$1,000 in place of \$800. There has been a very lively campaign to secure recognition of the teachers' needs, and a committee of citizens has rendered most effective aid in bringing about its successful outcome.

The Minneapolis *Journal* makes this comment upon the success of the teachers: "Of the justice of paying higher salaries to the faithful but underpaid teachers, there is no question. They deserve a wage that will enable them to live properly and do the best work of which they are capable. On the other hand, as pointed out yesterday, a higher wage level will attract to the schools of Minneapolis a higher grade of teachers. From every point of view the action taken is wise and prudent."

Playgrounds Association Work.

The Playgrounds Association of Washington is planning to extend its work during the coming year. The amount that the District Commissioners have been asked for is \$262,840. Last year the sum of \$80,000 was granted.

Of this total, \$186,000 is desired for the purchase and improvement of playground cites for four school divisions. For this purpose \$75,000 was given last year.

An increase of \$15,000—from \$5,000 to \$20,000—is asked for the equipment, maintenance, and supervision of these grounds.

For the erection of a swimming-pool, bath houses, and storage, and for improvements, such as grading and planting of trees and hedges, at the Rosedale site, \$45,000 is asked.

For shower baths, lockers, and storage place at the Cardozo site, \$10,000 is desired.

The James Creek Canal Site, which is now covered with heaps of material dumped there, should be improved, it is believed, and \$1,000 is the amount requested for this work.

The Association also asks for \$840 for office rent and clerical assistance, which expenses have heretofore been borne by the Playgrounds Association.

Support Dr. Brooks' Views.

"Superintendent Brooks' recommendations for increased salaries for teachers, and for an extension in our educational system for immigrants ignorant of English, are receiving our most careful attention," said Chairman J. J. Storow, of the Boston School Board, the other day.

"It is my earnest belief that great benefits could be wrought in our schools if more efficient teachers could be secured thru the paying of higher wages. That is not casting any reflections on our present corps, but higher wages are bound always to bring greater efficiency."

"For a raise in salary of the teachers it would be necessary to enlarge the school appropriation. That we could not do except upon application to the Legislature. The Board has been considering such a step for some time, but no definite conclusions have yet been reached in that direction."

Denver and Secret Societies.

Denver has decided to investigate the secret societies in the public schools. Mrs. Margaret T. True, president of the Board of Education, is particularly opposed to fraternities and societies, and it is largely due to her efforts that an attempt is being made to do away with them. She is chairman of the commit-

tee which has been appointed to look into the matter, the other members being Supt. C. E. Chadsey and Attorney William B. Tebbetts, counsel for the School Board.

Discussing the matter Mrs. True said: "The School Board feels that the existence of these societies is an injustice to all the pupils in the school, as it tends to do away with the democratic spirit of our school system, creates false ideas of social status in the minds of all the pupils, and does an irretrievable wrong to those children who become practically outcasts thru not being admitted to the societies."

Unique Geography Exhibit.

A most interesting geography exhibit has been put on view at the Business High School in Washington.

It was prepared by two of the graduates of last year, Miss Nina A. Thomas and Mr. Lester Ballard, in competition for the Galt prize.

In the topic of forestry there are more than thirty large charts of leaves and bark neatly mounted and correctly labeled, comprising all the families of trees around Washington and in use here for building purposes. There are also more than fifty specimens of wood for useful and ornamental work. The seeds of many of these growths are in a special kind of display jar, with the proper name on each.

All the chief building stones are also represented, with a number of the more common materials. Many of the samples have been ground into regular shapes, and each has a descriptive label. A number of photographs show some of the practical uses of these stones. A series of pictures, some fifty in all, shows the entire industries arising from forests and building stones.

Maps, tables, and statistical charts, with books, pamphlets, and magazine and newspaper articles, sum up the facts of both subjects in a brief and concise way.

Arousing Interest.

A most successful meeting was recently held at Houston, Texas, for the purpose of arousing general and intelligent public interest in the schools. A list of representative schoolmen addressed the audiences. Dr. W. S. Sutton, of Austin, in the course of his address quoted some interesting figures:

Permanent School Funds, 1904-05.—Texas, \$49,921,018; Massachusetts, \$4,880,111; New York, \$8,971,863; Illinois, \$17,431,778; Missouri, \$13,325,588; California, \$4,294,750.

Income From Permanent Funds, 1904-05.—Texas, \$1,841,359; Illinois, \$784,966; Missouri, \$540,408; *New York, \$275,000; *California, \$280,000; *Massachusetts, \$170,000.

*The amount is estimated, not reported separately as to New York, California, and Massachusetts.

Income from State Taxation, 1904-05.—Texas, \$2,408,727; Missouri, \$1,275,818; Illinois, \$1,000,000; New York \$4,263,000; California, \$3,954,000; Massachusetts, \$207,400; Pennsylvania, \$5,400,855; the rank of Texas is fifth.

Manufacturers Ready to Help.

Secretary Charles H. Morse, of the Massachusetts Commission on Industrial Education, told the Board of Trade of Lynn that forty-five shoe manufacturers in that city were willing to let their young employees attend such a school part of each day, thirty-three were enthusiastic over the idea, twenty-nine had not given sufficient consideration, and six were opposed. The recognition given to the movement by men actively engaged in the manufacturing business is one of the most hopeful signs of its ultimate success.

In and About New York City.

The alumni of Public School No. 79, Manhattan, held a spirited meeting at the school on October 4. A number of former and present teachers were guests of the Association.

It is considered probable by many familiar with the purposes of the Board of Education, that if they are successful in their efforts to secure funds necessary to put into effect the salary schedules tentatively adopted, the promotion license will be dropped.

City Superintendent Maxwell reported to the Board of Education, at its recent meeting, the marriage of fifty-eight teachers in the local schools. Of this number twenty-six were in Manhattan, twenty-three in Brooklyn, five in the Bronx, three in Queens, and one in Richmond.

Only four candidates presented themselves at the recent examination for licenses as teachers of the deaf.

Eighty-four elementary evening schools opened on October 7.

The committee appointed by President Winthrop, of the Board of Education, to study the corporal punishment question, consists of Commissioners Jonas, Vandenhoff, and McDonald. The first two voted for restoration of the rod when the question came up in 1904. Dr. McDonald was not a member of the Board at that time and his position is not known.

The women teaching graduating classes and the men in the elementary schools, both of which classes have been omitted from the proposed salary increases, will appeal to the Board of Estimate to see that their claims are considered. It is also probable that representatives of the High School Teachers' Association will urge upon the Board of Estimate the granting of the money asked by the Board of Education.

The Board of Education will this year offer to Italian immigrants a course of lectures in their native tongue on weekday evenings. Heretofore such courses have been given only on Sundays. The course, as planned, will consist of four lectures on geography, three on sociology, two on physiology and hygiene, and two on music. They will be held in the Grace Church Settlement House.

The charter revision commission will be the next point upon which influence will be brought to bear in the 'equal pay' campaign. The charter fixes the minimum salary schedules. The commission has appointed Mayor McClellan, Mr. Ivins, Mr. Elsborg, and Alderman Myers as the sub-committee on education, and to this committee all recommendations relative to changes in the educational chapter of the charter will be referred.

The Schoolmen of New York held their first meeting on October 4. Associate Superintendent Edson was the speaker of the evening, and his subject was "Group Teaching and Methods of Promotion." This system has been recommended by the Board of Superintendents, and its use is to be tried in the city schools. A good-sized audience was present, and enjoyable discussion followed Dr. Edson's address.

The following are the new officers of the Association of Male Teachers of Brooklyn and Queens: President, Henry C. Moore, No. 9, Brooklyn; vice-president, Christian Stevenson, 81, Queens, recording secretary, James Burke, No. 118, Brooklyn; corresponding secretary, M. Jenkins, No. 123, Brooklyn; treasurer, J. Blumenstock, No. 123, Brooklyn. Men teachers in Brooklyn and Queens

are planning an active campaign for higher salaries. The first step was taken at the annual meeting of the association on September 28. Plans were discussed for enrolling every male teacher in the two boroughs as a member.

The Board of Education is in a serious position with regard to the completing of buildings already begun, the letting of contracts for new buildings, and the acquisition of sites in sections where the congestion of population demands more schools. All the available money has been used by the building committee and \$1,000,000 has been transferred from the fund devoted to securing new sites. The Board of Estimate has not as yet replied to the Board of Education's urgent appeal for money. Unless prompt action is taken, a serious delay will be caused in the Board's efforts to supply seats for all pupils.

The Y. M. C. A. of West Fifty-seventh Street will continue this year its school for office boys and junior clerks. This unique school was very popular last year and very successful.

New York Budget.

President Winthrop, of the Board of Education, presented before the Board of Estimate, last week, the school budget for next year. The total sum asked for is \$31,641,223, representing an increase of more than six million dollars over the present year. Of this sum \$3,000,000 is the amount asked for to revise teachers' salary schedules, and will probably be halved in the appropriation. The rest of the income is made necessary by the natural development of the system, the extension of certain departments, and the repairs constantly required to prevent property from deteriorating. The normal growth of schools, for instance, demands 2,000 additional teachers this year.

The opening of new schools and additions made it unnecessary to appropriate as large a sum as had been granted this year for rents. Increases were also required for the equipment of a new parental school in Queens, for the transportation of children, and for a new nautical school. The increase in the transportation account was in reality an economy, for by transporting children the construction of new buildings was in some cases rendered unnecessary.

After the Board of Education had been heard, the trustees of the College of the City of New York were heard. They asked an appropriation of \$576,415, an increase of \$121,000, due in the main to the occupation of the new building, and the increase in the size of the school.

Commissioner Barrett presented the budget for the Normal College, the amount requested being \$393,650, the bulk of the increase being due to the growth of the college. The question was raised at both the college hearings as to whether it would not be more economical to reorganize the high school departments and the city high schools.

School Girls' Clipping Bureau.

The Washington Irving High School girls have hit upon another clever idea. A clipping bureau has been started for collecting and distributing information about the education of girls. They have received a fund for purchasing papers and periodicals which contain articles upon the subject. These articles are sent out by the girls with an enclosure card bearing the school motto, "Serve Sweeteneth Swink (service sweetens work) and this explanation:

A lady who desires to advance the kind of work our association stands for has presented a fund to be used in the

distribution of news to those interested in the education of young women. From time to time we shall take the liberty of sending you information, unless you wish otherwise. Yours truly,

OLIVE LYALL, President,
Washington Irving High School Association.

Brooklyn Institute Courses for Teachers.

The Brooklyn Institute of Arts and Sciences offers some splendid courses for the coming term.

A course in the theory and practice of teaching in elementary schools, by Prof. H. Suzzallo, Ph.D., of Teachers College; "Principles of Education," by Dr. Percival R. Cole, also of Teachers College; "Educational Psychology," by Prof. George H. Betts, of Columbia University; a course in "School Administration," by Prof. David S. Snedden, Ph.D., and "English Composition," directed by Mr. Charles Galway. The prospectus includes also courses in literature, by Prof. Frederick H. Sykes, of Columbia; "Studies in English Literature," by Dr. E. Lyell Earle, and lectures on "Social and Political Ethics," by Mr. H. Delmar French.

Prof. Robert McDougall, Ph.D., is scheduled for lectures on "An Introduction to Primary Methods"; Mr. Leslie Willis Sprague will have a course on Robert Browning, and Mr. J. Herbert Low, of Erasmus Hall High School, is down for a course in "American Political History." Henry Gaines Hawn will repeat his instruction in oral English, and Dr. Daniel A. Huebsch, of Montclair, will give a second course in "Art Application."

The work done in the institute school of pedagogy has been accepted by the Department of Education universally, as represented by the Board of Examiners of the city of New York, as well as by the State Department of Education. The same privilege will be afforded this winter. Credit will be given by Columbia University to those taking courses with Columbia instructors, and credit will be given also at Adelphi College and other institutions of collegiate rank for courses equivalent to the requirements respectively of these colleges.

The tuition fee will be \$5 instead of \$8 for institute members, and \$7 instead of \$10 for non-members. The lecture courses will begin the second week in October.

Normal Alumnae Reunion.

The Associate Alumnae of the Normal College will hold a fall reunion October 12, at 2 o'clock, in the college building. The reunion is to take the form of a nature festival. The protection of our native wild flowers and birds will be discussed. Protection of the child in our city is also among the topics to be presented.

Blood Humors

Commonly cause pimples, boils, hives, eczema or salt rheum, or some other form of eruption; but sometimes they exist in the system, indicated by feelings of weakness, languor, loss of appetite, or general debility, without causing any breaking out.

Hood's Sarsaparilla expels them, renovates, strengthens and tones the whole system. This is the testimony of thousands annually.

Accept no substitute, but insist on having

Hood's Sarsaparilla

In usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

Public Lectures.

For the coming year, Dr. Henry M. Leipziger has planned 2,000 lectures, and more will be added later. There are 153 centers, of which fifty-six are in Manhattan, twenty-one in the Bronx, forty in Brooklyn, twenty-three in Queens, and eleven in Richmond.

Nearly one-half of the courses are from three to six or more lectures on the same subject, while there are hundreds of special lectures on related topics. The lectures represent nearly all subjects of the college and university curriculum, and include literature, education, sociology, economics, history, music, art, general and applied science, and commercial and descriptive geography. Practically all are illustrated, those in music by vocal and instrumental selections, those upon science by experiment and exhibits, and those on geography and other subjects by stereopticon views.

To Reform Salaries.

A joint committee of the Boards of Estimate and Education has been appointed to consider revisions of the salary schedules. The sum asked by the Board of Education for the purpose was \$3,000,000. This, the Board of Education believes, to be more than the city can afford.

From the trend of the discussion at the recent hearing on the subject, it seems likely that the elementary teachers will be about the only ones to be benefited. If they each receive an increase of \$120 a year it will cost the city about \$1,200,000, and this is probably as much as the Board of Estimate will be willing to devote to this purpose.

People's Singing Classes.

The opening of nine new People's Singing Classes is announced by the People's Choral Union, of which Frank Damrosch is the director, in its program for this season, beginning October 13. These classes have been held for the last fifteen years. They afford an excellent opportunity of learning to sing from notes, at a nominal cost, and from them are recruited the members of the People's Choral Union, among the largest permanent choruses in this country. Membership dues are ten cents for each lesson.

City College.

The City College began its sixty-first year of its existence on September 19 in the new buildings on St. Nicholas Heights. Altho the main building has not as yet been completed, still it will serve to house the 900 students of the collegiate department. All the other buildings, with the exception of the chemical laboratory, are ready for immediate occupancy.

The number of students at Townsend Harris Hall—the preparatory school of the college—will reach more than 3,000, and 800 of those admitted this fall are being taught in the old buildings in Twenty-third Street.

Sailors Graduate.

The last graduation exercises that will ever be held aboard the schoolship *St. Mary's*, took place on October 3. Within a few days the famous old vessel will be officially put out of commission.

The gunboat *Newport* will take the place of the *St. Mary's*.

In all there were thirty-five graduates. Speeches were made by Patrick H. McGowan, President of the Board of Aldermen; Egerton L. Winthrop, President of the Board of Education; Richard B. Aldcroft, Jr., Chairman of the Executive Committee on "The Nautical School"; Charles R. Norman, President of the Maritime Association of this port, and others.

Woman Director of a Great Corporation.

The Board of Directors of the Remington Typewriter Company held a special meeting on Friday, September 27, at which action was taken which has a special interest to all members of the stenographic profession. The constitution of the company was amended by the increase of the Board of Directors from nine to eleven. The two new directors of the company elected at the meeting were Mr. F. E. Van Buskirk, the present secretary of the company, and Miss Mary E. Orr.

A unique interest attaches to the election of Miss Orr, as she is probably the first woman who has been elected to the directorate of a great corporation. She



Miss Mary E. Orr

entered the employ of the company nineteen years ago as stenographer, and since then has served as the confidential secretary to the executive officer of the company under three successive administrations.

Her election to the Remington directorate is in the first place a recognition of loyal and splendid service. In addition to this it is also a recognition of the immense part played by women in the development of the typewriter industry. It will be recognized by everyone as fitting and appropriate that the corporation which thus sets the example of honoring a woman with one of the highest positions of trust within its gift should be the same corporation which has done more to open new business opportunities for women than any other factor or institution of modern times.

Sanitary Cleaning Methods.

The Board of Education is determined to find some more sanitary method of cleaning school buildings. According to Chairman Higgins, of the committee on care of school buildings, it is not possible to prohibit the use of feather dusters unless the janitors' help is increased. This would be too costly. However, the committee is restricting the use of feather dusters by cutting down the number supplied to the janitors. Trial is being made of the use of wet sawdust in cleaning. A vacuum cleaning plant will be installed in at least one of the new buildings.

Grateful Hungarian Teachers.

Dr. Maxwell has received a most interesting and gratifying letter from the Pecis Tanito-Egylet, an educational association of Pecis, Hungary, in regard to the exhibit sent from the New York schools. A portion of the letter is given below:

"What we had heard and read of the American schools had keyed us up to great expectations, but what was presented thru the illustrated courses of study and the photographs far surpassed

our expectations. Particularly impressive and instructive to us was what appertained to manual training, school room equipment, and school workshops. We regret exceedingly that our means will not permit us to visit your schools, of which your photographs give us only an idea. We beg of you to accept the warmest and most sincere thanks of our teachers' association for the magnanimity that induced you, at our modest request, to bestow upon us so valuable a gift."

Igorrote and English.

A. L. Losh three years ago left Wichita for the Orient, to teach school.

"I jumped right from Wichita into a primeval country," says Mr. Losh in the *Topeka State Journal*. "I was assigned to the school at Bengat, Luzon, and my school was made up of Igorrotes. I could not speak a word of their language. They couldn't speak a word of English. I didn't know exactly how to proceed, but I finally picked up a book and said to the school, 'This is a book.'

"The school replied in unison: 'This is a book.'

"I picked up a pen and said: 'This is a pen.'

"This is a pen," said the school.

"This is a slate," I said again, showing a slate.

"This is a slate," said the school.

"This seemed to be working well, so I picked up the book again, and asked: 'What is it?'

"And the school replied: 'What is it?'

"No! No! No! I exclaimed.

"No! No! No! came back from forty throats.

"I saw that we were all up against it and had to go back over the ground again and again. But they are bright children, and before I left them at the end of the year they knew English and I knew Igorrote."

Detroit was somewhat shocked when the committee on sanitation, of which Dr. Gilbert P. Johnson is chairman, did not apply the usual coat of whitewash to those responsible for the condition of the schools. Dr. Johnson has found that the whitewash was more needed on some of the buildings, and has said so frankly. A live man may make a lot of trouble for some people, but he does the public a lot of good.

Lima, Ohio, has added a commercial course to its high school curriculum. It includes bookkeeping, typewriting, and commercial arithmetic. French has also been added as an elective. Superintendent Davidson states that both are proving very popular.

Crowded conditions prevail at the State School for the Deaf, at Jamesburg, N. J. When the Legislature of 1908 convenes it will be asked to afford some relief. Altho the present buildings were built to accommodate a much smaller number, there are 160 pupils at the school and some thirty awaiting admission.

The school is a part of the public school system of the State.

Isaac Pitman's Shorthand and "Short Course" has been adopted by the high schools of Paterson, N. J., Milwaukee, Wis., Meriden, Conn., Torrington, Conn., Grand Island, Neb., Lincoln, Neb., Charlton, Mass., Glastonbury, Conn.

The initial registration of white children in the Atlanta schools was 10,312.

S. K. Maxdis, of Toronto, has been elected superintendent at Steubenville, O.

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A London fish-dealer advertises: "When looking for fresh lobsters do not forget me."

A.—"It was a case of love at first sight."

B.—"I thought he couldn't have got a real good look at her."

Willie had swallowed a penny, and his mother was in a state of much alarm.

"Helen," she called to her sister in the next room, "send for a doctor. Willie has swallowed a penny."

The terrified boy looked up imploringly. "No, mamma," he interposed; "send for the minister."

"The minister!" exclaimed the mother.

"Yes, because papa says our minister can get money out of anybody."—*Tit-Bits*.

A young officer at the front wrote to his father: "Dear Father—Kindly send me \$100 at once; lost another leg in a stiff engagement, and am in hospital without means." The answer came promptly: "My dear Son—As this is the fourth leg you have lost, according to your letters, you ought to be accustomed to it by this time. Try and wobble along on any others you may have left."

Long Engagement.

MRS. TONE—It's the long engagement yer havin', Mrs. Stobie.

WIDOW STOBIE—Thru for yer, Mrs. Tone. We're that pig-headed, I won't marry him whin he's drunk, 'n' he won't marry me whin he's sober.—*Sydney Bulletin*.

A Suburban Student of Literature.

At the Boston Public Library they have a system for the delivery of books in the suburbs.

This order was once received from a suburban patron:

DEAR MR. LIBRARIAN:—Please to send me the following books: "The House of Three Gables," "The Vision of Sir Longfellow," and "The Last of the Mohicans," by John Milton, and greatly oblige.—*The Circle*.

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"My daughter broke out all over her body with a humor, and we used everything recommended, but without results. I called in three doctors, they all claimed they could help her, but she continued to grow worse. Her body was a mass of sores, and her little face was being eaten away. Her ears looked as if they would drop off. Neighbors advised me to get Cuticura Soap and Ointment, and before I had used half of the cake of Soap and box of Ointment the sores had all healed, and my little one's face and body were as clear as a new born babe's. I would not be without it again if it cost five dollars instead of seventy-five cents. Mrs. George J. Steese, 701 Coburn St., Akron, Ohio, Aug. 30, 1905."

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